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TEACHING FOREIGN LANGUAGES METHODOLOGY AND EDUCATIONAL TECHNOLOGIES

Course-book

for students of specialized departments of the universities and institutes

TASHKENT–2024

Oliy ta’lim, fan va innovatsiyalar, kasb-hunar ta’limi ilmiy metodik birlashmalari faoliyatini muvofiqlashtiruvchi kengash tomonidan nashrga tavsiya etilgan.

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The aim of the course-book is to form student's scientifically based comprehending of teaching foreign languages methodology and develop basic professional and methodological skills, which will allow successfully teach a foreign language – as a future teacher. The course-book "Modern Foreign Language Teaching Methodology" is intended to develop professional competence of English department students. It consists of two parts dedicated to: 1) theory and history of foreign language teaching, 2) teaching communicative skills and organization of teaching process.

Darslikning maqsadi talabalarning bo‘lajak o‘qituvchi sifatida chet tillarga o‘qitish metodikasini ilmiy asoslangan darajada tushunishi va ularda chet tilini muvaffaqiyatli o‘rgatish imkonini beradigan asosiy kasbiy-metodik ko‘nikmalarni shakllantirishga xizmat qilishdan iborat. Darslik ingliz tili fakultetlari talabalarining kasbiy kompetensiyasini shakllantirishga mo‘ljallangan. U ikki qismdan iborat: 1) chet tillarni o‘qitishning qisqacha tarixi va nazariyasi, 2) nutq malakalarini o‘rgatish va o‘quv jarayonini tashkil etish.

Целью учебника является формирование у студента – как будущего учителя, научно обоснованного понимания методики преподавания иностранных языков и развитие базовых профессионально-методических умений, которые позволят успешно преподавать иностранный язык. Учебник предназначен для студентов факультетов английского языка по овладению профессиональной компетенцией. Она состоит из двух разделов, посвященных: 1) теории и истории преподавания иностранного языка, 2) обучению коммуникативным навыкам и организации учебного процесса.

INTRODUCTION

In recent decades, education system in the Republic of Uzbekistan has been undergoing serious reform processes. They are related as to acceptance innovative organizational and managerial decisions, and with the progressive reorientation of the educational sphere to the individual a person, their competence and personal qualities designed to ensure their success and competitiveness in modern conditions socio-economic and socio-cultural conditions. Professional training of a foreign language teacher as an integral part of the general educational system, in which the bachelor's educational stage plays a special role, is no exception.

Nowadays, the importance of successful communication between representatives of different countries is growing in the conditions of a high level integration of world politics and economics, development of international relations in such spheres of human activity as politics, science, culture and economy. The President of Uzbekistan Sh.M. Mirziyoyev also stresses that "the priority tasks for us are the development of the sphere of education, upbringing and science ....., the creation of conditions for the active mastery of profound knowledge, foreign languages by young people...".

The President of the Republic of Uzbekistan adopted the Resolution "Measures on further improving the system of foreign language learning" (December 10, 2012 № 1875). In order to realize the topical tasks, put in the Resolution foreign languages specialists had done a lot; particularly, new State Educational Standard, teaching Curricula and Syllabuses were worked out. Many teaching aids are being compiled.

The course-book Modern Foreign Language Teaching Methodology is intended to develop professional competence of English department learners of the universities and institutes who are specializing as nonnative English teachers of the secondary school, academic lyceum and professional college.

The book offers comprehensive and practical overview of current theoretical and practical approaches to foreign language teaching in-training English teachers.

At this stage, the main task is to involve learners - future teachers to the basics of professional skills. It is well known that the professional skill of a foreign language teacher (as well as the skill of any specialist) is a complex and multidimensional concept. It includes both personal qualities, and professionally significant knowledge, and the ability to apply this knowledge in the course of performing professional activities related to teaching learners the language as a tool communication and simultaneously with their development through the educational potential of the subject. If the learner wants to become as a professional teacher and to achieve positive results in solving their professional tasks, they must have this in mind. It is no secret that you can often hear statements that the main thing for a teacher is to have a good command of a foreign language, the rest will come with experience. Of course, a good command of the language is extremely important, because it is the language that acts as the main tool and, perhaps, the only object of training. But this is not enough. Heads of teaching practice at the university are familiar with the situation when a learner with a strong language training, but neglecting the methodology of teaching foreign languages as he is helpless in the classroom: as a rule, he shows only his speech activity and is powerless in managing the learning process communication and cognitive activity of learners, and the technology of education offered to learners, as a rule, copies methodology that is mostly and effectively used at university.

If the teacher wants to achieve positive results in their work therefore, they should know the laws of building the educational process in a foreign language, have a positive attitude towards teaching, creatively relate to your profession, reflecting on your own language and professional experience. In other words, it needs to have professional and methodological competence, which is a special, nuclear element of their professionalism and basis which are formed in the future specialist-professional already at the stage of studying at the university. Of course, the result of professional training of a future teacher is determined not only by the quality of university training. Motivational attitudes are very important and the learner’s aspirations. The acquisition of professional skills by a person is a long

process, and to become a master of their craft, a person must be ready to learn all your professional life. And for this is especially important for teachers, since their professional activities are inherently innovative: it requires knowledge from him and compliance with traditions and at the same time constant search for answers to various new questions that arise in the process interaction with learners and colleagues.

Therefore, during the period of study at the university, the future teacher of a foreign language must acquire those professional and methodological knowledge, skills and abilities that will allow him to successfully engage in independent teaching and improve his professional and methodological competence in the future. You can't help but notice that all higher education institutions contribute to the formation of the basics of professionalism disciplines.

However, among the academic subjects a special place in the professional training of learners belongs to the course of methodology teaching foreign languages. The main content of this course is covered on the pages of this manual, like:

- trends in the development of teaching theory and practice are revealed foreign languages in the recent history of social development, their origins and prospects are shown;
- the basics of modern theory of teaching foreign languages at school are presented;
- summarizes the experience gained in recent decades in the field of foreign language teaching;
- current methodological approaches and educational technologies are analyzed;
- the authors' long-term reading experience is taken into account.

The course-book has a traditional structure and consists of two interconnected and simultaneously autonomous parts.

The first part describes the theoretical backgrounds of teaching foreign language methodology in order to form a scientific basis of various teaching

methods, its subject-object area and basic methodological categories, as well as requirements for a foreign language teacher.

The content of the second part of the textbook consists of organizational and technological aspects of teaching foreign language tools and proper speech communication in a foreign language, as well as design of the educational process in a foreign language, assessment quality of language training of schoolchildren, specifics of teaching foreign language at different educational stages, etc.

Thus, the course-book covers the key issues of the program of methodological training of future teachers of foreign languages. It contains memos, practical recommendations and methodological tasks, most of which are of a problematic nature, they can help learners better understand the theoretical material and acquire the primary skills of its practical use.

In general, the course-book is intended to form learners' understanding of the essence and laws of teaching and learning processes foreign language at the present stage of language education, as well as the following skills:

- design effectively the learning process in accordance with its tasks and training conditions;
- analyze critically training materials from the point of view of their compliance with requirements of the state educational standards and sample programs, opportunities and interests of learners;
- evaluate their professional experience and put forward the prospects for its further development.

PART 1
THEORETICAL BACKGROUND OF TEACHING FOREIGN LANGUAGES
SECTION 1
FOREIGN LANGUAGE AS A SUBJECT
1.1. The specificity of a foreign language as a school subject

Teaching foreign languages has a long history. Suffice it to say that even in the days of Assyria, ancient Egypt and Greece, knowledge of foreign languages was important for trade and diplomatic relations. During the heyday ancient Rome used Greek as the language of diplomacy, later, after the collapse of the Roman Empire, during the so-called Carolingian Renaissance (780-877), in monastic and ecclesiastical buildings Latin was introduced to schools in Western Europe. Be already in the era of humanism, the language of education, religion, science and diplomacy, it displaced the Greek language and became one of the main subjects in the school education, performing the same function that is currently time performs the native language. Latin played a leading position in the world until the second half of the XVIII century, acting as a language of general significance, i.e. a means of communication between different languages. people. In addition, as I.V. Rakhmanov writes, noting the historical significance of the Latin language, knowledge of Latin was the first sign of learning.

However, as national literary languages develop, native languages that have changed the status of classical languages (Greek and Latin) and made them foreign are being introduced to educational institutions as subjects. From second half XVIII century privately and in the general education system began to be studied French, and since the beginning of the twentieth century — English. Thus, the Latin language, which prevailed for almost fifteen centuries, gradually losing its practical significance (as a means of communication), giving way to live, foreign languages. However, it should be noted that it is still quite long it maintained its status as one of the main general education subjects. So, L.V. Shcherba writes that

in France in the XVI century it was necessary to prove the equality of the national language with Latin, and only in the XVII century the national language finally took the first place a place in life, and Latin was left only as a science, and in school it continued to dominate until the nineteenth century, remaining a language "higher culture" [Sherba, 1974, p. 21-22].

At the turn of the XVIII and XIX centuries, when there is rapid growth industry, international trade links are being revived, scientific literature in national languages and foreign languages is growing the language (French, English, and German) is included as the educational subject in the school system of education. Its positions (in relation to Latin) in education are gradually strengthened, at the same time, the interest of linguists and teaching practitioners in the method of teaching foreign languages, which in the future, it acquires the status of a scientific discipline. Its historical the path has received coverage in a number of publications demonstrating dependence of the practice and theory of foreign language teaching. And also it depends on the state of society and its tasks, as well as on the level of development proper methods and related sciences.

Thus, in the history of the development of teaching foreign languages methodology, starting from the end of the middle ages, three the main periods are distinguished.

1. The heyday of Latin language at school, coinciding with the Renaissance (XV-XVII centuries).
2. The period of gradual decline in the role of the Latin language and distribution of living Western European languages — French, English, and German; coincides with the era of the enlightenment and continued until the 70s and 80s of the nineteenth century.
3. The period when Latin is excluded from the school curriculum in a number of countries in Western Europe and Russia and its complete replacement by live languages; continued since the beginning of the reform schools in Western Europe and up to the first world war (1880-1914), and then the post-war period, the end of

which can be considered to coincide with the beginning of the great the World War 2 (1941) [Rakhmanov, 1947, p. 20-21].

In the modern world with its rapidly developing globalization and information processes, environmental and political problems have increased the demand for foreign language as a means of communication between representatives of different linguocultures. It is the language that is important means that form the consciousness of the individual, its orientation on social transformation in a non-violent way. Language - this is an important medium that makes a person socially mobile in a multicultural space and gives it the opportunity to freely “enter” a globalized world.

In this regard, the problem has become extremely urgent improving the quality of language training for people of different professions, age and interests, which in turn required the world’s scientific and pedagogical community search for new methodological ways of its solutions. It is note worth, that since the middle of the last century currently, the Department of modern languages of the Council of Europe in its language education policy, it focuses on the constant modernization of educational programs, improvement of the process of teaching foreign languages. European community systematically and purposefully initiates the search for new technologies teaching the subject, developing a number of linguistic projects, aimed at substantiating the general principles and rules of language education and coordination of educational programs in the European Union region [Nikitenko, 2010; Mazaeva, 2014; et al.].

All school subjects have common features. First, the content of each of them reflects certain components of the culture (knowledge, system of skills and abilities to be learning, experience of creative activity, norms of emotional upbringing), which are presented in educational programs, textbooks, and manuals [Didactics, 1982, pp. 119-123]. It should be borne in mind that the content of the educational subject is developed throughout the historical development of the practice and theory of learning. Secondly, each academic subject contains an educational element and reflects the main elements of social experience. All of the above has a

direct relation to a foreign language as an educational subject, which is a certain system of knowledge (linguistic, linguistic-cultural, socio-cultural, etc.), skills and abilities (language, speech, socio-cultural, general educational, special, universal educational actions, etc.) selected for study in an educational institution and aimed at realizing the educational potential of a foreign language as an academic discipline. However, this subject has its own specifics, which are described in a number of publications [see, for example, teaching Methods, 1982; General methodology, 1967; Galskova, Gez, 2004, etc.].

As you know, there is no unified typology of educational subjects in didactics. We will use a classification based on there is such a criterion as the leading component of the content of education. According to this criterion all academic subjects are divided into three groups:

- subjects in which the leading component is “scientific knowledge” or “science basics”;
- subjects in which the leading component is “art education and aesthetic education”;
- subjects in which the leading component is “ways of doing” [Ivanova, Osmolovskaya, 2011, p. 102].

If the subjects of the first group (for example, physics, chemistry, history) are aimed at forming correct ideas, concepts, laws, etc. in the minds of learners, then the subjects of the second group groups (for example, visual arts, music) are called develop learners ‘aesthetic taste, promote their awareness of the meaning of art and creativity in the personal and cultural identity of the individual, etc. Academic subjects that are the leading component which are modes of activity, focused on various types of activities that learners should master.

It is obvious that a foreign language (along with the native language) belongs to the latter group, since it has its source not the science of language, but speech, speech activity [General methodology, 1967, p. 8]. As L.V. Sherba noted, this educational subject it is aimed at “practical mastery of the language, i.e. at mastering some activity that is a function of one or another human collective”

[Sherba, 1947, p. 11]. We are talking about a specific communicative activity — speech communication, a means of the implementation of which is the language. From this point of view, the training the subject “foreign language” is an activity subject. Along with the native language, it is intended, on the one hand, to lay the foundations of philological knowledge, on the other — to teach learners the activity of communication.

Speech communication is a certain form of interaction between people using language. Therefore, only knowledge of the language (words, grammatical phenomena, etc.) and the ability to perform certain tasks speech operations (possession of speech skills) is not enough for communication. It is important to be able to use language knowledge and speech skills to understand and generate oral and written speech (speech skills), for knowledge and self-knowledge, as well as have a high motivation to communicate in a foreign language. In this regard, we would like to make one comment. In everyday use in communication you can often hear the statement: “He knows foreign languages”, “I know the language”. These statements are false, because for speech communication, the main thing is not to know, but to be able — to be able practically use the tool of oral and written interaction. This is why, for example, the Germans say “Ich kann Englisch” (I can speak English) while expressing my ability to communicate verbally and (or) in writing in a foreign language.

Thus, learning the language system and communicating information according to the theory of language as opposed to the native language as a subject of study at school, they are not a goal. At foreign language lessons learners develop the ability to make philological observations and a certain understanding of foreign language system, allowing them to consciously and effectively master foreign language speech communication and carry out this communication on a certain level. This an important specific feature of the subject.

The specificity of a foreign language as an academic subject also lies in its integrative nature. It appears first total in the implementation of a variety of inter

subject relationships with others academic disciplines [Fundamental core ... 2011, p. 15-16].

Since the language is the carrier of information from different languages the content of speech in a foreign language can be information from various subject areas, as well as the means of obtaining information from various fields of knowledge. stay. Not accidentally as one of the specific features this educational subject is traditionally called “pointlessness” [Winter, 1991, p. 33-34]. After all, the foreign language is a means of formation, and then a form of existence and expression thoughts about objective reality. Properties and patterns of the past are the subject of other disciplines (history, geography, mathematics, etc.). Therefore, learning a foreign language involves not only learners ‘proficiency in this language, and acquaintance with literature, history and culture of the target language.

A foreign language as an academic subject allows you to:

- organize communication on any topics and issues relevant to learners of a particular age;
- build on knowledge acquired in other subjects;
- implement deep inter-subject connections, promoting awareness of a learner having the richness of expressive possibilities of different languages (native, first foreign, second foreign), expanding it linguistic and general outlook.

In addition to integrativity and, as a result, inter subject a foreign language as an academic subject is also distinguished by the following characteristics such as multilevel and poly-functionality [Biboletova, Trubaneva, Shepilova, 2013, pp. 2-3]. The first of these characteristics stems from the fact that by studying a language, one has (within certain limits) refer to the language system, the linguistic means of communication (vocabulary, grammar, phonetics, etc.) and communicative skills orally and in writing to produce and understand foreign language speech. The second characteristic, poly-functionality, is related to the ability of a foreign language to perform as a learning goal (building the ability to communicate in a foreign language) and teaching tools, as well as simultaneously

means of interpersonal and intercultural communication, means of learning information from various fields.

Attitude to a foreign language as an academic subject the history of Russian education has been different [see more: Mirolyubov, 2002]. There are sad pages in history, when the presence of this subject in school was disputed for a number of objective reasons, and above all for reasons related to with hypertrophy of the practical value of this discipline and underestimation of its general educational value. As you know, practical significance or, in the words of L.V. Sherba,"...academic usefulness in general is not yet a sufficient incentive for the success of a subject in school<...>, so even where practical usefulness is obvious, General education is still very important the value of the subject" [Sherba, 1974, p. 35]. Foreign language as the educational subject at the early stages of its existence was it is quite difficult to convince the public of its general educational expediency (practical knowledge of the language often turned into an end in itself), especially since this subject could not compete with Latin, which was attributed to the "formal-logical educational power" (term L.V. Sherba). For many decades, scientists have been arguing about this. They stopped only after the specificity of the influence was proved foreign language to learn your native language, to understand your own language thinking and learning the laws of language in general. Indeed, mastering the language means of communication, learners rely on based on your experience, formed on the basis of your native language, which allows you to they need to understand the facts of their native language more deeply. At the same time, it develops their thinking, memory, and communication skills are being improved ability. Thus, the Russian methodology was the article substantiates the position that the educational value is not the knowledge of the language itself, but such a way of learning it, when where the foreign language is compared with the native language, there is a consistent reliance on speech and socio-cultural experience in the native language.

Currently foreign language teaching is carried out in the context of the culture identity of a learner, country where he/she lives, which significantly expands the

idea of the general educational value of the subject. By learning a new language, a person broadens not only their linguistic and overall outlook but also the limits of their worldview. This is because how something perceives the world and what it is in it sees are always reflected in concepts formed on the basis of that person's source language and taking into consideration the variety of expressive means inherent in that language. Futhermore, any events, as well as phenomena of other cultures, are not perceived by a person unbiased, and are evaluated by them through the prism of accepted in their native language linguo-socium of cultural norms and values, through the prism of the accepted an individual model of worldview.

Thus, along with other philological subjects, a foreign language contributes to the education of schoolchildren in the context of the dialogue of cultures, it contributes to the creation of a holistic worldview, development of critical thinking, perception of the world, value orientations, not to mention the spiritual and moral development of the individual. Of course, the personality is formed in the family, informal communities, in the field of art, recreation, etc., but it is in the educational sphere this process of spiritual and moral education and personal development is systematic and purposeful. And each academic subject must make its own specific contribution to this process mite.

In relation to teaching a foreign language, there may be the tasks of education related to such a system of values as the value of communication in a foreign language, the value of solidarity, the value of family, the value of work and creativity, the value of human life, nature conservation, values of citizenship and patriotism, humanity, art and literature, the value of truth [Biboletova, Ladyzhenskaya, 2015].

1.2. Teaching a foreign language and the educational model

Teaching foreign languages is a special way (mainly institutional) organized, planned and a systematic process of interaction between teacher and learner on the

transfer and assimilation of foreign language knowledge, skills, abilities, as well as methods of communicative and cognitive activity in the foreign language.

Invariant characteristic of learning:

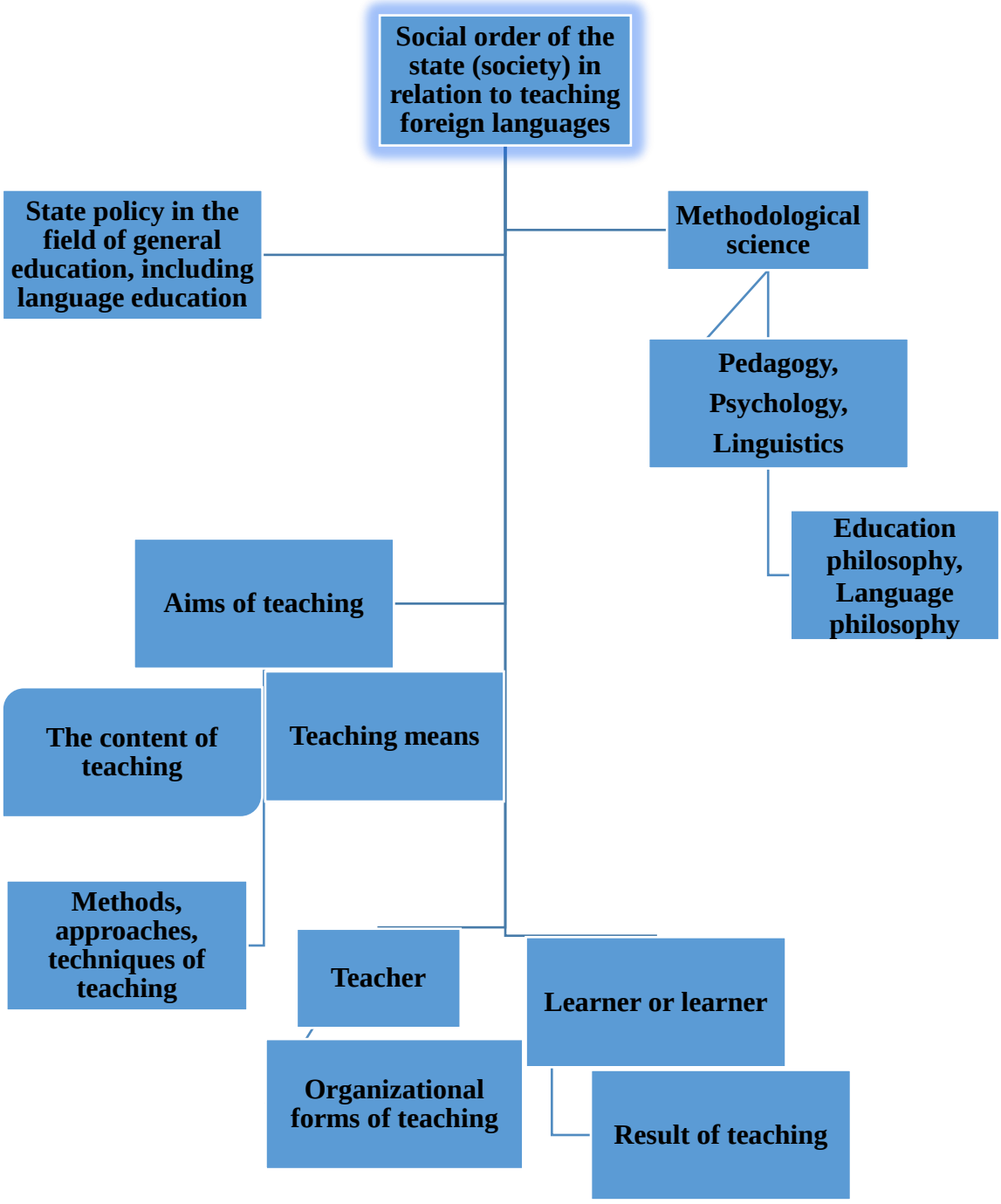
- unity of teaching (teacher activity)
- and teaching (learner activity).

Teaching is a kind of social systematized technology of intensive introduction of a person into culture specially prepared for this purpose by people under the supervision of the society [Serikov V. V., 2008, p. 7]. It is usually carried out in a group or class according to a specific curriculum, usually under supervision teachers and in accordance with strictly defined program requirements adopted at the state level. For teaching there are specially selected and methodically interpreted educational content; a series of techniques, methods of work aimed at mastering this content by learners; control of the learner's level of knowledge of educational material, as well as a certain time limit.

Teaching is considered as a complex system, which, like any system, consists of a set of elements that form due to the presence of connections and interdependencies between them a certain integrity, i.e. "the internal unity of the object, its relative autonomy, independence from the environment" [Ivanova, Osmolovskaya, 2011, p.74]. Among the elements of the foreign language training system the methodology traditionally includes both real objects (learning tools, for example, a program, textbooks; subjects of the process training: teacher and learner; organizational forms, such as a lesson, extracurricular activities), as well as abstract objects (aims, content, principles, methods and techniques of teaching). Each of them is relatively independent and each of them can be considered separately, which will be done in the following sections of this course-book.

But they are combined into a complete and unified system provided they are focus on solving a common task, on achieving a specific result, which in this case acts as a system-forming factor. This means that the result (and today is the personal development of all subjects of educational process, carried out using the target language in the process of mastering their language as a means of

interpersonal and intercultural interaction and learning tool) is also an integral component the system of teaching foreign languages, which creates an orderly interaction between its other components. All components of the foreign language teaching system as complex phenomena are interconnected and hierarchically dependent (scheme 1.1).



Scheme 1.1. The system of teaching foreign languages

As can be seen from the diagram, the system of teaching foreign languages is most closely related to the conditions of multidimensional background learning. The space (environment) in which it functions and under which it is understood as a real reality, as well as methodological science and related scientific fields. Primary are socio-economic and political factors that form the socio-cultural "background" of this system. It finds its expression in public-state and individual-personal requests (needs) in relation to foreign languages and learning results (social order). Given that the system of teaching foreign languages is one of the components of the school system's education and upbringing, it operates in accordance with the demands and tenets of the state's educational policy,addressing general issues with learners' education, training, and personal development through the study of a foreign language.

As previously mentioned, methodology as a science "transforms" the demands made by society (the state) and the educational system in relation to the educational subject "foreign language" into precise concepts, theories, curricula, manuals,and recommendations on the organization and content of the educational process. It also clearly states the objectives of teaching foreign languages, which determine the specifics of all other system components. The educational process is carried out in the course of interaction in purposeful joint activityof teachers and learners, i.e. activities aimed at achieving the planned result in teaching a foreign language. The goals and means of training, itscontent, reasonable methods, techniques, andtechnology of training are implemented.

The teacher teaches a foreign language, organizes the process of learning by learners of educational material and creates favorable conditions for the development of the learner's personality by means of a foreign language. And the learner learns the language by performing various types of tasks, learns (in any case, should learn) language and speech material, takes the initiative in mastering a new means of communication and implementation of cognitive activity.

In the methodology of teaching foreign languages, the learning system it is considered at three levels [Bim, 1988, p. 27-29]. At the macro level, i.e. from the

most general positions, the interaction of foreign language teaching methods as a science with other Sciences, as well as with its entire object-subject area: learning goals, content, principles, techniques (technologies), material means of training and real educational process. At this level, the categorical and conceptual apparatus of science is justified, and its main categories are defined. The second level-teaching a specific language-deals with a methodological (conceptual) system that clarifies and concretizes the methodological categories identified at the first level, correlates them with teaching a specific foreign language and fills them in specific content. This level is "an individual interpretation of the learning system at the macro level (as a generalization object-subject area of methods in general), embodied in a symbolic form — in the form of theoretical works, private methods, textbooks — manuals-and reflecting a certain concept, due to socio-historical factors, the level of development science, personal properties of its authors" [Bim, 2002, p. 5]. The genuine educational process, which has theteacher, students, and instructional resources asits key constituents, is at the third level, which isthe level of micro-input (textbooks, educationalmaterials, etc.). And here the qualitative achievement of the planned result of teaching a foreign language depends on the whole a number of circumstances.

The fact is that any science, including theory and the method of teaching foreign languages builds a certain ideal image of the system of teaching an educational subject, and the practice of teaching is guided by this image. The degree of "approximation" to a theoretically constructed ideal depends, as noted earlier, on many factors. This, of course, is also the skill level of the scientist in this or that theory, its ability to provide different ways of interaction between scientific theory and its practical implementation.

This, of course, and the professionalism of the authors of software and training means, including the educational methodological complex (EMC), as well as the ability of methodologists to correctly interpret the main theoretical positions and make them the heritage of the pedagogical community. They also play an important role professional competence of the teacher and his individual

interpretations, which largely determine the effectiveness of the implementation of the goals of teaching a learner a foreign language and development its identity of the learner by means of the educational facility being taught. But we must not forget another subject of the learning process. This is the learner, their individually motivated attitude to learning in general, and the study of a foreign language in particular, its personal the need to learn non-native languages and their practical use. Without these factors, you can hardly count on a positive- the final result in the educational process.

Teaching a foreign language is always aimed at ensuring that the learner has mastered this language at a certain level through a special learning a language. This means that the learning environment is built controlled by specially selected and methodically interpreted educational content, the process of learning a language by schoolchildren, which should lead to their mastering this language.

However, learning a language and learning it does not always involve mastering the language. It is often possible to face a situation when a learner copes well with educational tasks in the classroom, but once in the real conditions of communication with native speakers of a foreign language (for example, during a school exchange or tourism), shows helplessness and indecision. This means that he knows well (studied) training material (the training process was successful), but I didn’t master it as a communication tool in an authentic situation. Under what conditions is the latter possible? Of course, in the conditions, when the learner has as a result of his own activity (language learning), directed by the activity of the teacher (teacher) (teaching), develop the ability to communicate using a new language code. The learner must be aware that the acquisition of this ability is the result of his own activity (the activity of learning a language).

However, on the process of language acquisition in the educational process in isolation from the country the foreign language is influenced not only by factors of a subjective nature, although they are extremely important, since learning language is a form of internal activity of the learner. The requirement to institutionally

monitor and organize learner activities has a substantial impact on external and objective elements as well.

As a result, the teacher's efforts to introduce learners to a foreign language and another culture result in language learning, his ability to "shift the emphasis" from his teaching activities the learner's activities, create a favorable educational environment that includes him in communication in the foreign language and develops his ability to independently carry out both educational and cognitive activities and communication at the cross-cultural level.

Thus, the process of mastering a foreign language in educational conditions will be successful if it:

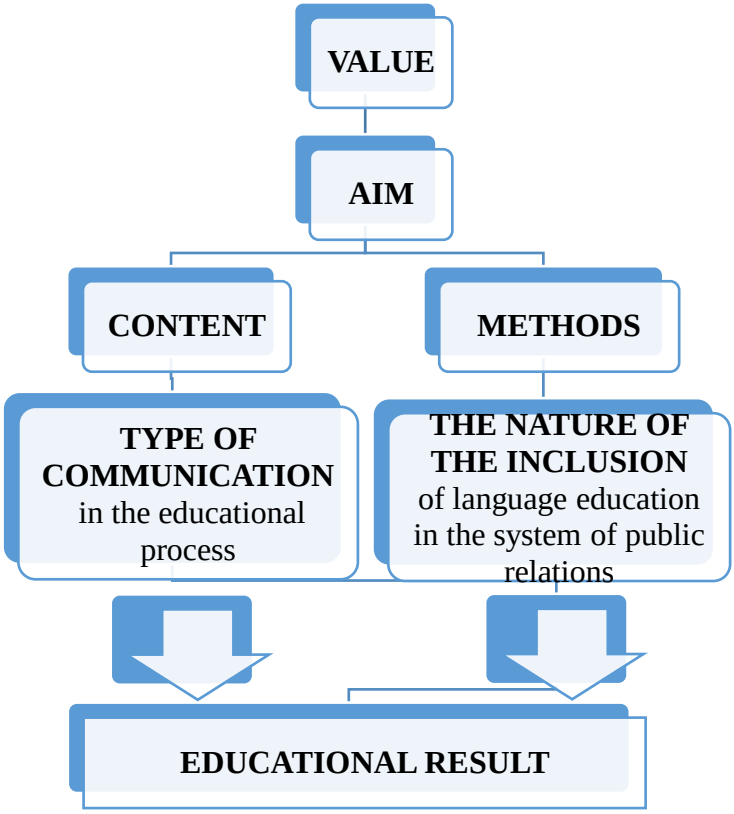
- aimed at the learner's personality, their real needs and motives, socio-cultural, individual programs development;
- is perceived by learners as an individual process that depends primarily on them;
- is provided by the teacher's ability to identify the learner is motivated to learn the language and guide it to successfully master this language;
- has an active, cognitive, creative character;
- is focused not on the logic and consistency of the subject of learning, but on the logic of the development of the learner's personality, his subjective inner state;
- encourages learners to show their own activity, joy and pleasure from communicating with each other, from everything what you need to do in class;
- takes into account primarily individual prerequisites and learning conditions, rather than differences between native language systems and foreign languages;
- creates an understanding among learners that to speak a language means to be able to use it as a means of social communication in real situations of intercultural communication and that the mistakes made in this case are not an obstacle to communication" [Galskova, 2014, p. 51].

In the late 80’s- early 90’s of the last century, there was a need to reach a higher level of understanding of the problems associated with teaching foreign languages, namely, the level of language (linguistic) education in relation to the process learning a language, as well as the process of mastering the language [Galskova, 2012]. Training in turn, acting as a special organized activities aimed at introducing learners to foreign languages are considered as the main way of obtaining education in the field of foreign languages or language education.

As you know, language education is understood as education research in all modern languages and cultures (native and non-native). Therefore, the academic disciplines united in the subject area "Philology" have a common target orientation related to with the formation of learners’ ideas about the role of language in life a person, society, state, the ability to make philological observations; as well as introducing them through language learning to the values of national and world culture; with the formation of their ability, even at different levels, to communicate orally and in writing forms, as well as interest in the book and reading. However, because of the scope teaching native and non-native (foreign languages) languages and the scope of their practical use differ from each other and each each of them has its own specific features, they can and should be considered not only as conjugate, but also as autonomous functioning spheres. This circumstance gives reason to use the term " linguistic education" as a synonym for such a concept as "education in the field of foreign languages". It reflects the complex nature of the process and the result of training, as well as the upbringing and development of the learner’s personality by means of a foreign language as an academic discipline is broader than "foreign language teaching", and goes into the sphere of language educational values and meanings.

Modern pedagogical science offers a new socio-cultural educational model, interpreted as a mutually dependent integrity of the main elements of the educational process and ways of their formation inherent in a particular type of society, and having as its main structural elements value, purpose of education, content of education, type of communication (interaction) of subjects of the

educational process, methods, the nature of inclusion of education in the system of public relations and the educational result [Smirnova, 2001]. This is to be directly applied to language education, with all these elements are interrelated and interdependent (scheme 1.2) and possess meaningful characteristics, due to the peculiarities of a foreign language as a school subject [Galskova, 2015].



Scheme 1.2. Educational model in the field of foreign languages [Galskova, 2015, p. 4]

As shown in the scheme, the primary in the system relationship of all elements is a value (For what? Why?), which plays the role of a kind of system parameter that combines all other elements of the model into an organic integrity [Stepin, 2015, p. 52]. This is due to the fact that education is one of the most important institutions of socialization, i.e., the introduction of the younger generation to a certain system of value-semantic relations, which is accepted (or legitimate) in a particular society at a specific historical stage of its development. That's why language education is a socio-cultural phenomenon emerging in contrast to

language learning beyond the acquisition of learners' knowledge, skills and abilities in the area of its relationship to bladeweave activities themselves and the world.

It is especially important that the value-semantic orientation of modern language education actualizes the value of the individual and, consequently, its focus is not only on high-quality language training of learners, but also to change their motives and personal positions and provide in the final (total) result of significant influence on its value orientations.

Hence, it is obvious that the target orientation of language education is the personality of the learner in all its "totality": as a subject of speech and a subject of knowledge, as a subject of culture and the subject of cross-cultural communication, and, most importantly, as a subject of morality. Such a target orientation determines the specifics of the content of education in the field of foreign languages, methods, and the nature of interaction between all subjects of the educational process and the nature of the inclusion of language education in the system of public relations. So, under the content language education is understood as a specially selected system elements of linguistic and cultural experience, including foreign language knowledge, skills and abilities, methods of cognitive activity, relevant competencies and personal qualities that allow the learner to use a foreign language within the specified requirements language as a means of intercultural and interpersonal communication, as a means of self-development and knowledge. At the same time, the learner must be aware that they are in the dimensions of at least two linguistic cultures (languages and cultures).

On the basis of foreign linguistic culture, it is possible to develop such humanistic values as tolerance, openness, and on the basis of the native language and culture of the learner space — such personal qualities as, for example, leadership and social responsibility, creativity and social activity.

The main methods of language education should be interactive, creative and improvisational, reduce simulations of foreign language communication in favor of authentic communication in the foreign language, and create favorable conditions

for innovative and creative activities of learners, for they show an initiative position in the educational process. This in turn, it creates a new type of communication of subjects of language education. It is distinguished by such characteristics as dialogic, interactivity (interaction), bridging the gap between educational and authentic communication, productivity (not reproduction), awareness (reflection), creativity (not step-by-step language learning), shifting the focus from teaching to the learner's language learning (mastery language) (i.e. educational, communicative, cognitive, research, and creative activities). As for character if language education is included in the system of public relations, then we are talking about maximizing the use of opportunities foreign language communication for the formation of socially significant characteristics of the learner's consciousness and behavior. Foreign language as the subject is designed to encourage young people to they were not socially infantile, but responsible and active. And this it can and should provide them with a successful life in their native and foreign linguistic communities.

Finally, the "total" educational result as an important element of the language education model. This result is not just the sum of the acquired knowledge, skills and abilities (the learning aspect), an ability of a school graduate at a certain level to effectively act in a foreign language in problematic situations of speech communication, including with native speakers of the foreign language.

It is obvious that the implementation of the new model of language education in practice dictates the need to involve everyone the learner is not in the process of passive acquisition of language knowledge, speech skills and abilities, and in active communication and cognitive, research, creative activities in the foreign language.

To sum up, we can say, that it is necessary to create conditions for each learner to consciously apply the acquired knowledge in practice foreign language knowledge, skills and abilities, to provide them with the opportunity to work together (in cooperation) with other subjects in solving various problems, as well

as free access to the necessary information in order to use it for your own purposes statements.

Methodological tasks

1. Express your point of view on the following questions. Explain your statements.

a. What factors determine the status of a foreign language as a subject in the educational system? Why does education in foreign languages currently acquire social and personal value?

b. In the modern theory of teaching foreign languages, two terms are used: "language education" and "teaching foreign language". What content is included in each of them? Is it legitimate to reduce language education only to a process and learning outcomes?

B. Nowadays, the task of the system of education, including language education is modernization learning and teaching processes in the Republic of Uzbekistan. What caused the updating content of language education at school, and in what main areas is it carried out?

d. Foreign language as an academic discipline, along with the native language, is included in the educational field "Philology". What unites these two academic subjects, and what is the specificity of a foreign language in relation to all academic disciplines and your native language?

2. Working in pairs, define the following concepts by finishing the following sentences:

a. Education in foreign languages is...

b. Learning a foreign language is...

c. The main components of the foreign language teaching system are ...

d. The general features of school subjects include…

e. The specificity of a foreign language as a subject of study is...

f. The main elements of the foreign language teaching system are ...

g. The educational model in the field of foreign languages is...

h. The main elements of the modern model of education in the field of

foreign languages are...

3. Study the state standard of secondary (higher) and answer to the following questions:

a. What are the principal goals of the state standard of education?

b. What are the requirements of learner's results on the basis of the main educational program set by the state standard of education?

c. How are the subject results of a foreign language educational program (basic level) presented in the state standard of education?

d. How the state standard of education presents the subject results of the development of an educational program in a foreign language (advanced level)?

SECTION 2
TEACHING FOREIGN LANGUAGES METHODOLOGY AS A SCIENCE

The idea of "methodology of teaching foreign languages as a science" is a multifaceted phenomena, and its specificity is reflected in its multidimensionality. The aspects of it that this part will cover are as follows: both as a particular type of human activity and as a particular body of knowledge.

The aim of methodology, a particular type ofhuman activity, is to produce and theoreticallyorganize information about language educationand teaching non-native languages. Accordingly, the technique is actually a set of cognitive operations that are intended to produce and organize this information, as well as its structure, principles, forms, history, and acquisition techniques.

In this case the purpose of the methodology as a science is to obtain new knowledge about the educational reality of the subject "foreign language", and the main object and result of knowledge is methodological knowledge, "obtained in the development of scientifically justified theories, approaches, concepts, leading teaching methods that reflect the dynamics of the methodology" [Gorlova, 2010, p. 165].

Methodology as a specialized system ofknowledge is a system of methodologicalknowledge, which is a system of scientific ideasabout teaching foreign languages and languageeducation that is conceptually connected,holistic, and logical in substance. As a result,methodical knowledge serves as the primarygoal and outcome of knowledge in methodologyas a particular type of human activity. At the same time this knowledge must meet all of the characteristics of science: objectivity, accuracy, consistency, logical evidence, verifiability, theoretical and empirical validity, practical applicability and general significance [Smirnova, 2014, p. 26]

The development of methods of teaching foreign languages as a science is determined by at least three factors: *first*, it is for the cottages, which are specific to

the historical era before science of science society; *second*, this state of other sciences before philosophy and pedagogy (their scientific view of education, education and training), linguistics (paradigmatic view of their own object of study-language), psychology (psychologists' view of personality, the process of communication, the process of learning); *thirdly*, previous history and current state of development of the theory and practice of teaching foreign languages.

The first group of factors is determined by a wide socio-cultural context of existence of the language educational sphere. This group of factors is primary in relation to two other, as changes in socio-economic and political conditions determine the social order of the society (requirements) in relation to the level and quality of ownership and mastering foreign language by its citizens and inevitably entail changes in the system of language education.

As for the second and third group of factors, it is about scientific data that form the scientific view on the process of familiarizing learners to a foreign language and other culture. Only synthesis of different fields of knowledge, interaction with related areas can allow the methodology to build a holistic system of teaching non-native languages, to expand the methodology experience, to increase the potential of scientific methodological knowledge, to formulate hypotheses, to form new methodological theories.

It should be kept in mind that the social order in relation to foreign languages can be implemented only if a sufficiently high level of development of the theory and practice of teaching foreign languages. It is technique as a science that creates a "favorable context" for learning languages in different social settings and at different educational stages. It also stands out for its interdisciplinary naturebecause, while justifying its methodologicalapproach, it does not confine itself to internalsources of self-improvement and insteadengages with other scientific disciplines,particularly those in the fields of philosophy,linguistics, psychology, pedagogy, and didactics.

The integrative qualities of methodology are demonstrated by the way it "transforms" societal demands for scientific and language educationinto curricula, guides, and suggestions for the structure and content of the educational process.

2.1. The history of teaching foreign language methodology as a science

The development of teaching foreign language methodology as a science is determined by at least three factors: first, these are the tasks that society puts forward for this science in a particular historical epoch; second, this is the state of other sciences and before total philosophy and pedagogy (their scientific view of education, education and training), linguistics (a paradigm view of one's own object of research-language), psychology (psychologists' view of the individual, the process of communication, the process of learning); third, previous history and current state of development of the theory and practice of teaching foreign languages.

The first group of factors is determined by the broad socio-cultural context of the existence of the language educational sphere. This group of factors is primary in relation to two other, as changes in socio-economic and political conditions determine the social order of the society (requirements) in relation to the level and quality of ownership of its society or citizens, foreign language inevitably entail changes in the language education system. As for the second and third groups of factors, we are talking about scientific data that form the scientific a look at the process of introducing learners to a foreign language and other culture. Only the synthesis of different areas of knowledge, interaction with related areas, it can allow the methodology to build a complete system of teaching non-native languages, expand the methodological experience, increase the potential of scientific methodological knowledge, formulate hypotheses, form new methodological theories.

It should be kept in mind that the social order in relation to foreign languages can be implemented only if a sufficiently high level of development of the theory and practice of teaching foreign languages is achieved. It is the technique as a

science that creates a " favorable context" for learning languages in various social settings and at various educational stages. It also stands out for its interdisciplinarity because, while justifying its methodological phenomena and developing its own conceptual framework, it does not confine itself to internal reserves of self-improvement and maintains contacts with other scientific disciplines, particularly those in philosophy, linguistics, psychology, pedagogy, and didactics. A methodology that "transforms" the demands of society, science, and language education into curricula, manuals, and recommendations on the organization and content of the educational process, shows its integrating properties.

The methodology has undergone a difficult path and development over the course of itsexistence, moving from an entirely empirical understanding of the process of teaching foreign languages (by the way, every science begins empirically) to the theoretical justification of a full, expanding system of scientific concepts, methods, and means of methodological development as scientific knowledge. We should note the important role of knowledge of history methods for any specialist dealing with theoretical and applied problems of teaching foreign languages. Knowledge of history - this is the knowledge of traditions, and tradition, as noted in philosophy, it is one of the criteria for scientific knowledge [Smirnova, 2014, p. 46].

The history of the formation and evolution of the methodology shows that knowledge in the field of foreign language teaching is a complex and contradictory process. As a result, new information is gathered and incorporated into an organic whole, with each component of the system receiving its own reason and position.
Not only is methodological knowledge organized within methodology as a discipline, but it is also given a philosophical interpretation and organization. A consequence of a certain level of development scientific knowledge is the scientific picture of the world. Each historical stage is characterized by its own scientific picture of the world, which is well shown, in particular, in historical monographs [Mirolyubov, 2002; Gez, Frolova, 2008].

The scientific world picture - is a vast, comprehensive body of information that was amassed over the course of the historical evolution of science and educationalprac tice about the teaching of foreign languages and language education.

At the beginning of its development, the methodology was interpreted as methodological recommendations used by the teacher in order for learners to learn the necessary content of teaching a foreign language. And this is not accidental, because the concept of "technique" comes from the Greek language that means: *methodos/methodus*, i.e., an approach, a path that leads to a specific goal. As a rule, lists were used as recommendations individual methods of working with the language, which were placed in the explanatory notes to the programs or in the prefaces to the textbook.

In the second half of the 20-ies of the last century, the first attempts were made to define the subject of the methodology, but since the status of the method as a science was not defined and it was not enough there was no clear empirical or scientific data on how to solve this problem. Already in the 30s, the first so-called private publications were published methods that summarized practical steps for teaching a specific foreign language. In the future, as the accumulation and generalization of cognitive observations in the field of learning foreign languages gradually developed methodical scientific thinking that already in the middle of the last century formed a General methodological scientific picture. As history shows methods of teaching foreign languages, namely the 50-60s of the past centuries have been marked by an intensive scientific search in the field of substantiating the status of foreign language teaching methods. The method begins to be interpreted as a pedagogical science that studies the goals, content, methods, means and methods of teaching a foreign language and education by means of language, and as its object of research learners were recognized for learning foreign language activities and implementation the implementation of educational tasks in this process. It should be noted that during this period, the technique made a significant step in substantiating its conceptual and terminological apparatus, in organizing

and conducting a methodological experiment that allows prove or disprove scientific assumptions, research hypothesis, as well as using mathematical statistics methods to calculate the results obtained.

The concept of "methodology" acquires an expansive meaning: it is interpreted both as an independent science and as an independent scientific direction in the history and current state of this science, and how a set of techniques and methods for teaching foreign languages (early meaning of the technique). The ability of the method to develop one's owntheoretical postulates within the framework of a historically, culturally and socially determined, methodological (conceptual) system of introducing the learner to the non-native language for him or her and implement them in specific educational materials, technologies, teaching tools, and in the actual educational process has been demonstrated by leading scientists in their works.

In the following decades, teaching foreign languages methodology is actively evolving as a science. In the monographs and manuals on the methodology published at the end of the last century, a rich fund of methodological knowledge is presented, which meets the criteria of science, truth, consistency and validity. Thanks to the intensive work of scholars in the field of methodology, the concept itself "teaching foreign languages methodology" is becoming more and more popular and has extension value. These are not just guidelines as a set of techniques and methods of teaching foreign languages (as it was previously) and not only a private method. The rapid development of methodological science gave rise to a general a methodology that studies the principal regularities of the process of teaching a foreign language, and also stimulated the offshoot of its independent branches: historical methodology, experimental methods, comparative methods, methods of application of technical means in teaching foreign languages [Teaching methods, 1982, p. 8]. An active process of so-called internal differentiation of this science has begun, which is a sign of its development.

At the turn of the XX and XXI centuries. the role of teaching foreign languages methodology as a science are particularly important, which can be explained by at least three factors:

- the demand for mass foreign language and intercultural competence, which forced methodologists to constantly search for new methodological approaches and technological decisions;
- increased role of the culture of the modern era of any science, including methodological aspect;
- rich theoretical baggage of new knowledge accumulated in the bowels of the technology and its related sciences.

These circumstances forced the method to expand the circle seriously research tasks in the field of both foreign language teaching and language education, which resulted in the expansion of the content of the concept "teaching foreign languages methodology": it includes science, theory, technology, methodology, and, of course, practical, methodological recommendations.

Evolution of the scientific status of foreign language teaching methods:

- ❖ 30s of the XX century — application of comparative linguistics;
- ❖ 40s of the XX century — applied branch of verbal linguistics;
- ❖ 50s of the XX century — applied psychology;
- ❖ 60s of the XX century — applied pedagogy;
- ❖ 70s of the twentieth century – till present time — is an independent science of regularities language education and foreign language teaching.

Thus, the concept of methodology is characterized by all the basic laws of the development of scientific knowledge presented in philosophy [Lebedev, 2013, p. 203], namely:

- ➢ the amount of scientific knowledge that has beenaccumulated in the field of teaching foreignlanguages, which determines methodologicalknowledge;
- ➢ the evolution of scientific knowledgefrom empirical knowledge to knowledge ofcomplex processes of formation of a person'sability to

communicate in a foreign languageapart from the country of the language beingstudied;

- increasing level of evidence ofmethodological knowledge as a result of thecomplexity of experiments;
- enhancing the complex and multidisciplinary nature of methodological knowledge, etc.

2.2. Modern state of teaching foreign languages methodology as a science

Currently, methods of teaching foreign languages it is interpreted as a multifunctional, humanitarian, pedagogical, theoretical and applied, poly-paradigmatic and complex the science. Let's briefly discuss the interpretation of these qualitative characteristics.

The poly-functionality of the methodology as a science is explained by its focus on the implementation of the following three functions:

- ✓ analysis, classification and systematization of linguodidactic and methodological concepts and categories;
- ✓ justification of its terminological apparatus, basic categories that should form the conceptual framework of theoretical constructs, methodological systems, concepts and scientific theories;
- ✓ forecasting the future of the methodological system in foreign languages, determining the horizons of its nearest future and long-term development.

The implementation of these functions requires consideration, on the one hand, objective laws of social development and value-semantic relationships that arise in society, and on the other hand — data of theoretical reflection and analysis of the practice of teaching languages in various educational settings.

The methodology refers to the humanities, which, as we know, "focus around the problem of man" [Buchilo, Isaev, 2012, p. 274], their research subject includes " man, his consciousness and often acts as a text that has a human meaning" [Stepin, 2008, p. 9] and "value-semantic" measurements. Therefore, the

humanitarian nature of foreign language teaching methods is manifested in the fact that it:

- studies complex objects that are difficult to define unambiguously and that do not exist outside the sphere of human activity (because the educational sphere is created by man, and he is its main product and subject);
- explores the humanitarian sphere of human activity, where objective laws of social and social development and individual ones are intertwined;
- is based on methodological research on objective data laws of social development and at the same time takes into account the value-semantic relationships that emerge in society; and is focused on solving social and practical problems;
- and is focused on solving social and practical problems.

The methodology's next quality as a science is brought on by the fact that it addresses issues related to the study of a foreign language as an academic subject, which is just one component of the wider educational system. Consequently, the methodology is a pedagogical science, since its development is the path of methodical knowledge and changing the types of scientific images of educational reality associated exclusively with the teaching of a foreign language and the study of this language in educational conditions in isolation from the country of a foreign language's. Back in the 40s of the last century, L. V. Shcherba wrote: "Indeed, it is impossible to imagine any special task for a technique that did not go entirely into didactics" [Shcherba, 1947, p.33]. Therefore, the range of main problems that the methodology deals with has actually didactic character, and most of the main categories are taken from the general didactics as a component of pedagogy.

However, as the subject "foreign language" has its own specifics, so do the categories adopted by the methodology (purpose, content, methods of teaching foreign languages, as well as language education itself and its value meanings, are formulated taking into account and in the context of not only general didactics, but also methodological requirements.

The theoretical and applied nature of the methodology as a science is now generally accepted. The truth is that, like all sciences, methodological knowledge is based on three interconnected levels: meta-theoretic, theoretical, and empirical. At the metatheoretic level, we're referring to the entire body of systemic scientific-theoretical knowledge, which provides comprehension of the broad trends in the evolution of methodology as a science, the strategic orientation of foreign language education, and the theoretical underpinnings of practical steps for teaching a foreign language. A scientific picture of the "teaching foreign languages methodology world" or a broad panorama of knowledge about educational activities is formed at this level using these methods as abstraction and idealization, i.e. methods that allow the scientist to divert attention from the many factors that affect the real and very complex process of teaching and learning foreign languages; projections of the future of the methodological system in foreign languages.

At the second, theoretical level, the methodology establishes the "due" that is made up of the major classifications, regulations, and guiding ideas that make up the categorical and conceptual framework of the ideal (projected) model of language education, methodological framework, notion of education in the field of foreign languages, and scientific theory. At this stage, scientific methodological concepts, procedures, and means are built into a coherent logical framework to represent methodological knowledge. The end result is the theoretical postulates and theoretical constructs that are listed below. As is customary, these postulates and constructs are tested in practice and confirmed by training practice, i.e. at the empirical level, where techniques like observation are used as analytical tools, experimental training, and experiment. When certain concepts, in particular, the facts of actual educational practice on the subject are interpreted and explained in the context of the concept of teaching foreign languages adopted in each historical period, the basis is created for the primary theoretical understanding of certain methodological phenomena at this level. Additionally, the requirements and structures (goal, subject matter, and technology components of teaching foreign

languages) are abstractly implemented at this level in actual educational practice. The scientist simultaneously develops a specific theory, concept, or technology in their ideal form by working through the knowledge-acquisition process in the area of teaching foreign languages and systematizing the findings of methodological knowledge. This image, or the ideal notion of the process of learning foreign languages, is then the focus of the teacher-practitioner. The level of "approximation" to the theoretically conceived ideal depends on the qualifications of the scientist, the creator of the software and training materials, and the teacher's level of expertise.

Poly-paradigmacity in the methodology is explained by the fact that changes in scientific paradigms have shaped how scientific views about the reality of teaching and learning foreign languages have evolved over time. The paradigm refers to broad trends in the way scientists think, determines the direction of scientific inquiry in a particular historical period, and ultimately influences the theoretical frameworks and technological advancements of language teaching, which are reflected in approaches to teaching foreign languages. The paradigm defines the characteristics of the phenomenon developed in its structure and, more importantly, methodological approaches and educational models in subsequent sections. It is an essential component of the scientific picture of foreign language teaching methods.

With all the variety of scientific paradigms in the history of the method as a science we can distinguish four main types of scientific paradigms, namely:

- comparative-comparative;
- systemic-structural;
- communicative and pragmatic;
- anthropocentric [Galskova, 2011].

The appearance of each of them in the specified sequence determines the historical milestones in the development of the methodology, the dynamics and features of different methodological models, concepts, and approaches to training non-native languages. But the most important thing is that each subsequent

paradigm does not completely replace the previous one. Therefore, the modern anthropocentric paradigm includes the most productive traits of all other paradigms, which gives grounds to speak about modern methods as multiparadigm science. In addition, the poly-paradigmacity of the methodology is explained by the high level of understanding of its object of research as a multidimensional one and a wide phenomenon [Galskova, 2015], as well as the complexity, multi-aspect and poly-objectness of the educational reality in which the educational process in a foreign language takes place.

And finally, the last characteristic of methodology as a science — its complexity. It is caused by complexity, multi-aspect both the multi-factor nature of the process of learning a foreign language (language acquisition) in educational conditions, and its (process) research requires today, a comprehensive approach. As a result, interrelated and mutually dependent scientific branches arise in the bowels of the methodology: linguodidactics, or theory of teaching foreign languages, and methods, or technology of teaching foreign languages [Galskova, 2000, pp. 37-42]. Since both scientific branches have their own areas of interest, the ability of a person to exercise social interaction using a non-native language and, secondly, objective regularities of the formation of this ability in the learning environment, including in isolation from the country of the foreign language, this differentiation of methodology as a science gives reason to speak of its "methodological complexity" [Hellmich, 1980, p. 219].

Thus, methodology as a science is a developing system of knowledge that does not end at any stage of its development with the achievement of a final and comprehensive picture of the process of teaching a person a non-native language.

The theory of teaching foreign languages is a strictly structured system of knowledge about the laws of "familiarization" of the learner to a new language and culture in relation to his native language and original culture.

Linguodidactics, or the theory of teaching foreign languages, establishes and formulates general patterns of language acquisition in educational contexts. First and foremost, this scientific field is connected to theoretical and meta-theoretical

levels of knowledge. It establishes the methodology of language education (ideals and norms linguodidactic and technological research, the philosophical "load" of the categories of methodological science, etc.) and the methodology of cognition at the meta-theoretic level by referencing philosophy, philosophy of education, and philosophy of language in addition to relying on its own cognitive baggage. At the theoretical level of methodological knowledge, the theory of teaching foreign languages "builds" components its categories and concepts around five fundamental questions:

- ✓ Why to teach? (purpose);
- ✓ What to teach? (content);
- ✓ How to teach? (principles, techniques);
- ✓ Who should I teach? (teacher);
- ✓ Whom should I teach? (learner).

The answers to these questions offer a scientific perspective on how to construct the educational process so that it can be said about its efficacy in terms of mastering the language as a means of communication, knowledge, and self-development. The planned result in the acquisition of a foreign language by learners is how to build the educational process. At this level, a methodical model of formation is developed and put to the test in real-world educational settings, evaluating a person's capacity for interpersonal and cross-cultural communication in the language being learned.

Thus, the main task of linguodidactics is to strengthen the theoretical foundations of the methodology as a science, order its categorical and conceptual apparatus and build a conceptual system of teaching foreign languages, and today-the education system in the field of foreign languages. Methodology or technology of teaching foreign languages based on linguodidactic laws and general didactic principles it offers specific methodological and technological solutions (ways, methods, means) that effectively "teach" learners a language that is not native to them.

Technology of teaching foreign languages is a kind of "set of methods in the process of cooperation of the teacher and learners, ensuring the achievement of goals language learning and language acquisition" [Shchukin, 2008, p. 181].

Modern methodological views on language education and foreign language teaching, as well as the rich information and technological "context" of its existence dictate the need to consider the term "technology" in relation to the educational sphere "foreign language" in an expansive way, that is, in several directions [Galskova, 2012]. The first direction focuses on the ever-expanding possibilities of technical means in the educational process. In connection with the intensive introduction of in the educational process of a foreign language information-communication tools the role of foreign language learning technologies language proficiency has increased immeasurably, as will be discussed in a section of this manual below. The second direction includes technologies that do not have a pronounced training function and that can be implemented without the involvement of technical experts however, they have an impact on the entire field of language education. This type of technology includes language portfolio and linguodidactic testing, which will also become the subject of special consideration in this manual. And, finally, the third direction means the technology of building the educational process in a foreign language in order to achieve planned educational results.

So in this case we should talk about "educational technologies" and (or)" technologies for teaching foreign languages", which will also be discussed below. In this sense technology is related to the scientific approach to the goals and content of language education, as well as to the principles of, methods and methods of teaching the subject "foreign language". From this point of view, you can see a certain similarity of the categories "teaching technology" and "teaching methodology" as a set of methods and techniques for teaching foreign languages, although the problem of distinguishing these concepts is still quite debatable.

Educational technology is a well-thought-out model in all its details interaction between teachers and learners on the design, organization and conduct

of the educational process in foreign languages with the inevitable achievement of the planned educational result.

Some scientists believe that the technology is certain the method implementation form. For others, the concept of "technology" wider than the "method". Third, adhering to the interpretation of technology learning as a specific way of learning, it is considered that in contrast to from techniques to technology-driven learning tools (teacher "teaches learners and manages the learning tool, and also the function of stimulating and coordinating learner activities") [Pedagogy: theory, 2008, p. 287].

However, in didactics there is an opinion that both the technology and the method have a system (i.e. they should be based on a system of scientific research legal provisions). But the method provides for a variety of ways to implement theoretical provisions and, therefore, does not always imply guaranteed achievement goals, i.e. does not have a high instrumentality. If the methodological system is characterized by a high level of instrumentality, it can be attributed to the technology. Nevertheless, regardless of the existing differences of opinion, it is possible to distinguish qualitative "guidelines" of modern technologies or methods of teaching foreign languages as a set of techniques, methods and forms of learning.

In the educational process in foreign languages, they:

- ❖ involve each learner in an active cognitive process and information and communication process, including and first of all with the help of modern information technologies;
- ❖ allow creating conditions for practical application of the acquired knowledge and skills by each learner and skills;
- ❖ help learners understand where, how, and for what goals the acquired knowledge can be applied;
- ❖ develop not only foreign language communicative competence, but also personal qualities of the learner, putting forward as the dominant component

of the organization of the educational process in foreign languages interests and values of the individual, its abilities and socially significant qualities.

2.3. Teaching foreign languages in Uzbekistan

The historical review of teaching foreign languages in settlements of Uzbeks at ancient times. Teaching foreign languages in Uzbekistan has a long-lasting history that was described in details by prof. J.J. Jalolov in his works [Jalolov, 2012, pp. 133-144].

From the ancient times bilinguism and multilinguism were widely spread on the territory of Uzbekistan. The Uzbek people learned the Tajik language and other languages from childhood. For example, Amir Timur since his childhood freely spoke in Turkish and Tajik languages.

Peoples living at that time in this area always knew languages of each other. The Uzbek people tried to learn languages of neighboring and distant states. At that time among the population of our homeland the Arabic language also became widely extended, as an effect of spreading Islamic religion.

A lot of archival documents gave evidence that until the second half of the XX century maktab and madrasah learners (Muslim schools) had acquired the Arabic alphabet and vocabulary, learned by heart some parts of the Koran, learned to read and write the Shariat Laws. Self-study of the FL was extended, sometimes the learners focused on classical literature of the East, learning by heart poems. The main goal of the Arabic language learning was to know it as the language of religion, while the Persian language was the language of science, literature and trade. The level of language proficiency and learning period depended on qualification of teachers and learners' needs. It is known that progressive thinkers and scientist of the time such as Muhammad Musa Khoresmiy, Ahmad Ferghani, Abu Nasr Farabi, Abu Rayihan Beruni, Abu Ibn Sino, Ulugbek, Alisher Navoi and others were polyglots. Knowing different languages they could study the works of the Eastern and Western scientists and created their own original works [Jalolov, Tojieva, 2012, p.58].

In Central Asia (before joining Russia) the oriental languages teaching was conducted under two directions: 1) classical – teaching of the Arabic language at maktabs and madrasah where the attention was paid attention to grammar, orthoepy (rules for correct pronunciation) and stylistic features; 2) practical method of acquiring the language – while trading with representatives of alien countries.

As a result of annexing Turkestan by the Russian Tsar, a peculiar bilateral system of education took place in the territory of Uzbekistan. On the one hand a widespread network of elementary Muslim schools under the government of mosques and madrasah was functioning where the main objective was to teach the Islam doctrines. On the other hand, schools with Russian-speaking teaching started to be organized. By 1867 their quantity reached 10 schools. According to academician V.V. Bartold, under the governor of area Kauffman the Muslim organizations, including educational institutions were opened». Migration of a large number of the Russian-speaking population into Uzbek land and bourgeoisie changes in the local conditions influenced the education system. Secondary educational institutions for the Russian-speaking population were opened in this region.

By 1906, lessons were conducted in Russian in five gymnasiums for boys and five gymnasiums for girls, in seminaries for teachers, in the Tashkent military school and in many other educational institutions. Alongside with this, four-year Russian - native schools were opened. The purpose was to teach the Russian language to local people for their further work in various organizations.

At that time FL teaching and learning in Uzbekistan was dictated by political and practical goals. In the seventies of the XIX century it was important to study the European languages across Russia because of the rivalry between Russia and Britain in colonization of Eastern countries. Depending on the dominant position of FL in Uzbekistan many words were borrowed from different languages into the Uzbek language.

The main periods of teaching foreign languages in Uzbekistan. The main periods of teaching FL in Uzbekistan were defined by R.A. Zaripova [Zaripova, 1971, p.152] and some periods was clarified and added by J.J. Jalalov. Taking into consideration J.J. Jalalov's clarifications the history of teaching and learning FL in Uzbekistan can be divided into the following periods:

- the I period – before 1917;
- the II period – from 1917 up to the beginning of 1930;
- the III period – from 1930 up to the first half of 1940;
- the IV period – from the middle of 1940 up to the beginning of 1960;
- the V period – from 1960 up to the beginning of 1970;
- the VI period – from 1970 up to 1990;
- the VII period – from 1991 – to the present time.

The specifics of the first four periods (I, II, III, IV) can be characterized with reference to J.J. Jalolov and A.A. Klevan's article [Jalolov, Klevan, 1964, pp. 320-336].

At the first period the West-European languages were taught at Cadet Corps and the Russian gymnasiums opened in Tashkent, Samarkand, Ferghana (former Scobelev), Kokand and Andijan. But the children of workers had no opportunity to study there.

At gymnasiums for the boys the German and French languages were compulsory. The local population studied at maktabs and madrasahs, where the Arabic and Persian languages were taught. But the level of the language proficiency was very low.

In Turkestan FL teaching was based on grammar-translating methods under Russian educational traditions. Then they gave "the green light" to the direct method (without a native language as a mediator) within which the oral speech was paid a great attention to this phenomenon [Zaripova, 1971, p.145].

After the October Revolution the system of education was rebuilt. Teaching FL was introduced into the teaching plans of schools; the number of schools where English became compulsory was increased. However, FL was not taught at all

schools because the shortage of FL teachers. It was necessary to train FL teachers, so in 1918 the Turkistan Oriental Institute was established.

During 1920-1922 the qualified FL teachers moved to Turkestan from Moscow and Petrograd. In 1920 the Turkestan State University was opened, that laid down the basis of development of national culture of the population of Central Asia.

In 1924 the Turkistan Oriental Institute was reconstructed and became one of the divisions (oriental faculty) of the Turkestan State University, which focused on FL teaching. After formation of the Uzbek Socialist Republic FL were taught at some schools with the Russian language orientation. Especially the German language dominated; the ex-prisoners of war from the Austria-Hungarian Army and the gymnasium teachers were invited as the German teachers. Most of them had no imagination about the methodology of FL teaching which caused a low language performance. At that time FL were not taught at the Uzbek schools because they were dealing with primary education. Only at the Pedagogical College FL was introduced because they trained FL teachers.

Beginning with 1926-1927 the 7-year Uzbek schools were opened, where FL were introduced gradually. Thus, it became necessary to open FL courses for teachers' training.

In 1932 the Decree "On curriculums and conditions of the primary and secondary education" was approved, where the necessity of obtaining the knowledge of one of the FL by all learners was proposed. In 1935 the Decree "On conditions and objectives of the primary and secondary education" was announced which intended the elaboration of measures for improvement schools' activity and development of the 7-year education in the rural areas of Uzbekistan. FL as a curricular subject was introduced at all Uzbek and Russian schools in cities and towns of the republic. In 1936-1937 the English language was taught at 20 schools, the French language – at 5 schools of the republic.

During that period the textbooks and other teaching materials were worked out for schools. The first original German text-book for the 5-th form of the Uzbek

schools was published in 1935. The advantage of this text-book was: it recommended a combined method of teaching aimed at speaking, translation, acquiring grammar and pronunciation sub-skills with the help of comparative analysis of the Uzbek and German sounds and structures, using various visual aids.

Beginning with 1940 the German textbooks were reworked out by the local German language teachers taking into consideration the specifics of the Uzbek language. The first German-Uzbek languages dictionary was compiled in 1940.

The period of the Second World War was characterized with extending the FL teaching at schools given the military time needs, requirements and conditions. The development of FL education was continued in the post-war period. In 1947 the Decrees "On improvement of FL teaching at schools" and "On FL teachers training", then in 1948 "On improvement of FL teaching at schools of Uzbekistan and organization of FL teachers training" were adopted by the Cabinet of Ministers. This authority obliged the Ministry of Education to provide compulsory teaching of one of the FL (English, French, German and Spanish) at all urban schools. That's why under the Ministry of Education a special division of FL and the section of the Higher Teaching-methodical Council to help teachers' activity and improve FLT were founded. The staff of methodists-inspectors of FLT was set out in Tashkent and other regional Education departments and institutes of teachers advanced training. Training of FL teachers was carried out at the Tashkent pedagogical institute and at the philology faculty of Samarkand state university. In 1948-1949 in Uzbekistan there was a mass introduction of FLT at 5-10 forms of schools, and at some schools learning of FL began at the 3-d form.

In 1954 the faculty of FL was founded in Karakalpakstan Pedagogical Institute. Beginning with 1956-1957 the Arabic, Farsi, Chinese, Hindi and Urdu languages have been taught at schools.

In 1957 the first collection "The matters of the FL teaching methodology" was published by the Ministry of Education of Uzbekistan.

Dealing with four periods in the history of FL teaching in Uzbekistan the following matters have been considered:

1. In the first period FL in the Uzbek educational institutions were divided into two categories: the first – Eastern languages in the clergy educational institutions; the second – at Russian-speaking schools – the European languages. The local methodical materials for Uzbeks were not published.

2. Scientific research works in the sphere of methodology of FL teaching appeared in the middle of 1950. Prior to that, local textbooks, the methodical materials, and scientific books were not published in Uzbekistan.

3. Russian methodology was widely used which was not appropriate for local educational conditions because it didn't take into consideration the national context.

The features of the V-VII periods of foreign languages teaching in Uzbekistan. In 1961 the Decree "On improvement of FL teaching" was adopted, where the current conditions of FL teaching at schools and Higher Educational establishments and also shortcomings were analyzed, the objectives and measures for preventing gaps were defined. To increase the learners' motivation for FL learning in classrooms and out-of-class activity and bringing up the learners in the angle of internationalism the FL parties, festivals and contest were organized. Technical teaching aids found their application in the practice of FL teaching.

Since 1961-1962 the special groups to teach other disciplines in the FL had been organized in Tashkent and Samarkand State Universities. The Bukhara, Fergana, Kokand Pedagogical Institutes trained FL teachers.

Beginning with the 1960th the elaboration and development of the FL methodology with reference to the national-context of Uzbekistan began.

In 1961-1964 the first English, German and French textbooks for 5 and 8 forms were published. But these textbooks were created on the material of the curriculums for Russian schools. At the same time the specifics of the Uzbek language was taken into consideration. The mass implementation of FL textbooks was consistent with the development of theoretical matters. The published theoretical works promoted the effectiveness of FLT in the conditions of Uzbekistan. The scientists and teachers tried to solve the issues of the selection of

the language material that was the base for the creation of the National curricular. In 1968 the first project of the National Curricula for FL teaching at schools was worked out and it was introduced into the educational process in 1970.

Novel original FL textbooks for schools on the basis of the National Curricular were published during 1970-1974. Thus, the linguo-didactic principle of taking into consideration the native language in the conditions of Uzbekistan was materialized in the curricula and textbooks.

This period is characterized by using grammar-translation and textual-translation, direct, cognitive and combined methods and approaches to FL teaching and learning.

This period was also a very fruitful for scientific-research activity. Several candidate and doctoral thesis devoted to the important issues of FL methodology and philology were defended.

In 1970-1980 the Doctors of philological sciences (A.A. Abduazizov, J.J. Buranov, M.E. Umarhodjaev), professors in foreign linguistics and FL methodology (S. Saidov, J. Jalolov) appeared. Since the period ganing Independence of Uzbekistan the number of Doctors of philological and pedagogical sciences in the field of FL has increased (Sh. Safarov, K. Musaev, B. Tursunov, B. Rizaev, M. Nusharov, I. Mirzaev, H. Orzikulov, M. Holbekov, S. Rahimov, B. Samadov, H. Otajanov, D. Ashurova, M. Rasulova, G. Hoshimov, T. Sattarov, D.Yakubov, G. Makhkamova). Their doctoral thesis had an immense contribution to the development of linguistic and methodology sciences in the field of FL teaching in the Republic of Uzbekistan.

The great merit of FLT methodology development in Uzbekistan belongs to professor J.J. Jalolov. His original innovative ideas were reflected in the monograph “Issues of the content of the foreign languages teaching”, the textbook “Foreign language teaching methodology” and the EL textbooks for schools and “Teachers’ guide books”. [Jalolov, 2012]

After proclaiming the Independence of Uzbekistan in 1991 the main attention was paid to the reforming of the educational system. In 1992 “The Law on

Education" and "National program of personnel training" came into force in Uzbekistan. In these directive documents the acquiring FL has become a necessity of the personnel training to meet the requirements of economy and policy of Uzbekistan and the whole world. On the basis of the set of directive educational documents the up-to-date State Educational Standards, teaching plans, curriculums and syllabuses, FL course-books, teaching and methodical manuals for all educational stages have been created. The content of the FL teaching and learning is varied depending on the stage and type of educational establishment.

Beginning with 1980 the cognitive and communicative methods of FLT has been introduced. At present the communicative, intercultural and linguo-cultural approaches to co-teaching and co-learning FL and culture are being widely used in Uzbekistan.

The features of the VIII period of foreign languages teaching in Uzbekistan.

With the beginning of the new millennium, UNESCO proclaimed the XXI century the century of polyglots under the motto "Learning languages throughout life", since the comprehension of foreign languages has taken shape in an important aspect of modern human life. Their knowledge is the way to master new models of thinking and behavior in order to become more versatile, flexible, diplomatic and communicative.

The official language policy in Uzbekistan is aimed at increasing the role of the state language in the social life of the republic and at the international level. At the same time, the Concept of development of the public education system of the Republic of Uzbekistan until 2030 is focused on knowledge and active study of foreign languages. Its targets are to achieve one hundred percent language proficiency by teachers teaching English corresponding to the C1-CEFR level.

As the head of the country noted, languages are not taught in universities in developed countries, because students have been taught two languages since childhood. In Uzbekistan, the study of a foreign language is carried out from the first to the eleventh grade.

Advanced digital technologies and modern information resources that have burst into our lives have dramatically strengthened the processes of global integration of states. Teaching foreign languages is designated as one of the priority areas of educational policy.

At the suggestion of the Head of State, an Agency for the Popularization of Foreign Language Learning under the Cabinet of Ministers was established in May last year. Among its tasks is the introduction of teaching methods, programs and manuals that have shown their effectiveness.

During the last 10 years development of foreign language teaching methodology in the Republic of Uzbekistan there appeared numerous scientific works. Among them we can consider the following scientists who made a great contribution to the development of the sphere:

Akhmedova L.T., Professor, Doctor of Pedagogical Sciences, the author of several coursebooks, textbooks and monogtaphs on teaching foreign languages;

Jalolov J.J., Professor, Candidate of Pdeagogical Sciences, the author of several coursebooks, textbooks and monogtaphs on teaching foreign languages;

Makhkamova G.T. Professor, Doctor of Pedagogical Sciences, the author of several coursebooks, textbooks and monogtaphs on teaching foreign languages;

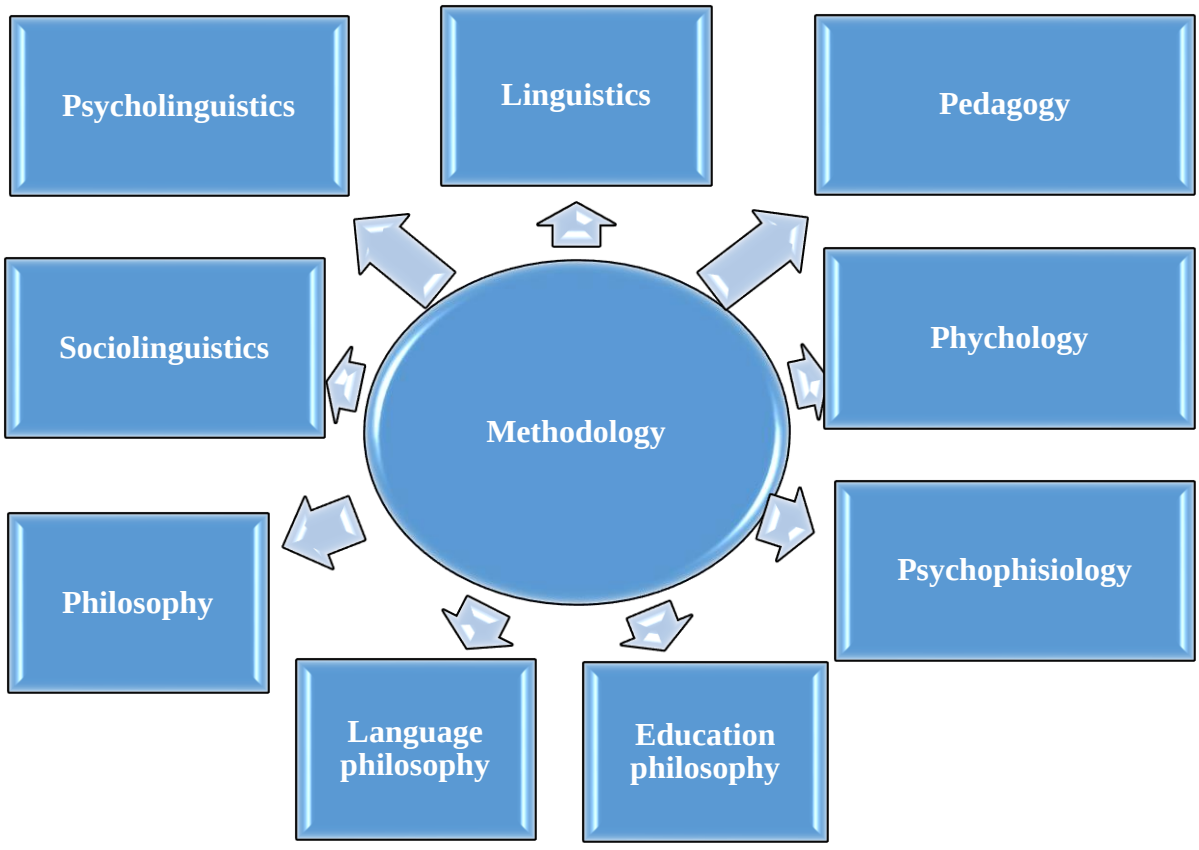
Bakieva G.Kh. Professor, Doctor of Philological Sciences, the author of several coursebooks, textbooks teaching foreign languages.

Djusupov M.Dj. Doctor of Philological Sciences, the author of several coursebooks, textbooks and monogtaphs on teaching foreign languages teaching foreign languages.

There were defended several PhD and DSc dissertations on teaching foreign languages. For instance, Tukhtasinov I.M., Ziyaeva S.A., Sabirova G.S., Muradkasimova K.Sh, Rakhmonov A.B., Kulmatov B.G., Azizova F.S., Abduganieva J.R., Akbarova Sh.X., Gulyamova M.X., Butaev Sh. T., Abdullaeva F.S. and others.

2.4. Relationship of the methodology with appropriate sciences

As noted above, teaching foreign languages methodology as a science "transform" both social demands, the latest results of its research, and the results of related sciences, and requirements of educational practice in methodological concepts and approaches, teaching programs and manuals, and finally in the real educational process. From this point of view, the methodology can be recognized as a scientific discipline that bears the characteristics of meta-subject due to the fact that it integrates multiple knowledge (philosophical, cultural, sociological, linguistic, linguodidactic, general scientific, pedagogical, etc.) [Malev, 2016, p. 75]. Methodology as a science is characterized by the synthesis of knowledge from various areas (diagram 2.1).



The scheme makes it possible to trace the contacts of the methodology with the basic (philosophy, philosophy of language and philosophy of education) and related sciences. For example, methodology has so many theoretical issues associated with psychology. So, thanks to it, methodology makes clear distinctions

between oral and written speech and justifies a differentiated approach to teaching different types of speech to speech activity.

The distinction between receptive, reproductive and productive speech was also significant for methodology, which was reflected in the selection of the content of teaching and its organization in the form of a system appropriate exercises. In relation to the teacher of psychology (along with pedagogy) determines what qualities a teacher must have for the successful implementation of their professional activities. Child psychology has established that any communication begins with a motive and purpose, i.e. with what something is said for, perceived by ear, read, written, and for what purpose.

What are the "consequences" of these provisions to teaching foreign languages methodology? They can be summarized as follows. In teaching a foreign language, you must create the motives of each speech and non-speech actions of learners as in teaching means of communication (lexical, grammatical, phonetic, etc.), as well as teaching methods of formation and formulation of thoughts. At the lesson you can often observe these types of work, as a retelling of the text, description of the image, etc. This can hardly be considered communication. The learner does not have a natural motivation or need to learn or create something new using the language they are learning, there is no interaction of all participants of the educational process. If from yourself nothing to say, nothing to share, no language training it will not ensure the appearance of interesting statements, and therefore, it will not provide interesting communication. Psychology, partly physiology and even medicine in many ways allows you to carry out individual approach to learning that now dominates our education. Children with disabilities are a particular example. The main task here is to find the most effective a combination of a specific type of restriction (blind, deaf, autistic, children with disorders of the musculoskeletal system, etc.) with existing forms of educational organization (full-time, evening, external, home schooling).

But a special role for the method is played by such sciences as linguistics, psycholinguistics and pedagogy, which will be discussed below.

Linguistics, psycholinguistics and teaching foreign languages methodology

Language is the most important means of human communication. At the same time as an instrument of communication, it must have a certain structure and form the unity of its elements as a system. Without language human communication is impossible, and without communication there can be no society, and thus no man. Without language there can be no thinking, that is, a person's understanding of reality and himself in it.

When we think and wish to convey to someone what we have realized, we put thoughts in the form of language. Thus, thoughts are born based on the language and are fixed in it. Language and thinking form a unity, because without thinking there can be no language, and thinking without language is impossible. However, this does not mean that language and thinking represent the identity.

Logic studies the laws of thinking. Logic distinguishes between the concept with their attributes, judgments with their members, and inferences with their forms. There are other significant units in the language: morphemes, words, and sentences that do not coincide with the specified logical division. Language is studied and described by linguistics. Over time, linguists have come to believe that linguistics should not be confined to one language. Language is linked with the totality of human sensory and mental behavior, with its organization as a living being, with its way of life, with the society in which it lives, with its creativity — technical, artistic, mental, with the history of human society. Therefore, the science of language should look for connections with many sciences: exact, humanities and natural sciences. Let's name philology as an example, sociology, psychology, physiology, ethnography, semiotics, history, and even mathematics [Reformatsky, 1967].

Linguists are not only attracting for their research certain facts that have been achieved in different sciences, but also successfully borrow the research methods used in them (for example, the application was very productive methods of mathematical statistics, which led, in particular, to the emergence of a new

direction in linguistics-quantitative linguistics). In turn, linguistics enriched related sciences. For example, linguistic data can help shed light on certain types of data, other historical events, specifying their date, location, etc.

However, it is particularly worth noting the invaluable benefits that linguistics brought to teaching foreign languages methodology. Linguistics provides a comprehensive description of the language, which allows the teacher to teach it while observing the principle of mindfulness. Operate with a number of linguistic terms ("vocabulary", "phonetics", "grammar"; "part of speech", "categories of parts of speech" — grammatical tense, cases of nouns, etc.), the teacher can explain these or other language phenomena, transfer into practice the formulated by linguistic rules and exceptions to them etc.

The question of priorities in language research was radically revised when the anthropocentric approach prevailed in linguistics. In Russian science, the "pioneer" of this approach can be considered by L.V. Sherba. In his program work " on the triple aspect linguistic phenomena and about the experiment in linguistics" [Sherba, 1974] as the first aspect of language phenomena, he singled out the proper the language, or language system. In his opinion, this is what traditional linguistics has been doing for centuries, offering various models of language and language patterns. Practical the result of the activities of linguists were a variety of dictionaries and grammars of languages.

All the language quantities that we use to make up these most dictionaries and grammars are derived from the language material (the second aspect of language phenomena according to Sherba). Language material is not the activity of individual individuals, but the totality of all that is said and understood at one time or another in the life of a given social group. In the language of linguists, these are "texts".

Finally, the third aspect of language phenomena is speech activity, which covers the processes of generating, understanding, and interpreting language signs. Sherba emphasized that this aspect it is no less active and no less important than the other two. However, at that time (the 30s of the twentieth century), this aspect

was ignored linguistic science. It has now become the main subject of psycholinguistics.

As an independent science, psycholinguistics began to take shape in the mid-twentieth century, and its name was finally fixed after the publication of the work of Miller and McNeill "Psycholinguistics" [Miller, McNeill, 1965].

Three important factors make it possible to distinguish between psycholinguistics and traditional linguistics.

1. Psycholinguistics is concerned with the study of speech, not language a fundamentally new factor is introduced-the person.

2. Together with the factor of the speaker (listener) is entered and the situation factor: speech is always carried out in some form certain situation. The language system is considered as something stable, independent of the situational moment. Speech activity strongly depends on the given situation: the age of the speaker, the degree of his education, etc.

Recently, the gender factor has been actively studied. It is shown, for example, that for some purely linguistic parameters of the text, it is possible to say with a high degree of confidence, whether the author is a man or a woman [Vasilevich, Mamaev, 2014].

3. Another important factor is the experiment. Learning processes perception and generation of speech, psycholinguistics offers various models of speech activity that are necessarily tested in experiments with native speakers. Let’s return to the comparison of linguistics and psycholinguistics. Linguists assume that we think in a specific language (Russian, English, etc.), and accordingly describe separately Russian, English, and other languages. Psycholinguists believe that there are two languages: internal, conceptual, in which the work of the intellect is performed, and external, formally intended to communicate with other speakers of the same culture. Internal language is essentially universal. Its research and description, in fact, is engaged in psycholinguistics. Central here become such basic concepts as language consciousness, language ability, speech mechanisms, etc.

We can name a large number of theoretical and especially practical problems that require a purely linguistic approach, not taking into account the factor of the speaking person, it turns out to be insufficient. Here are just a few of them:

- the process of mastering children's native language;
- teaching foreign languages;
- speech influence, especially in propaganda and advertising;
- language picture of the world;
- speech pathology — description and possible ways of rehabilitation-
- pragmatics;
- forensic science, etc.

Some areas of research are becoming autonomous and get their own name: neuro-linguistics, ethnolinguistics, psychosemantics, etc.

Of course, psycholinguistic research was conducted simultaneously in different countries, using different languages, and the results were compared. And here it turned out that there is there are a number of patterns that are common not only for individual native speakers, but also for native speakers of different languages.

Thus, a universal model of the process of generating statements is adopted. The impetus for creating a statement is always the need for a person to enter into speech communication to solve certain communicative tasks. Following the communicative intent and the overall intent of the speaker is determined: what exactly does he want to say to the listener or reader, to convey to him what to convince, etc. the Idea in the mind at first does not exist in words, it is some " vague desire" in the form of images, representations. peculiar schemes, in the form of "the code of inner speech". Then the general idea that has emerged begins to unfold (also in internal speech); the main ideas are outlined milestones of the utterance. When planning, the narrator must first outline the main thesis of the story, its core. Then it looks for approaches to this center and an introduction in which it can be given hints of further development, and perhaps promises to solve

some problem. After that, you need to think about the conclusions and ending. The described scheme is formal, but it reflects the progress of internal training statements, his thinking.

The described ideas were directly related to the method of teaching a foreign language. The analysis showed that when learning to create statements (oral or written) in practice usually does not take into account a number of circumstances. Thus, the teacher rarely cares about the child's need to join into communion. The learner creates a statement because this is the task the teacher, in fact, does not have a communicative motive. Teacher most often it does not provide the learner with a specific communication situation (awareness of who, why, and under what circumstances he is speaking) - usually he is "just" writing an essay or "just" answers questions about the material covered. In real speech practice, "just" statements are not created.

The problem of the connection between language and thinking runs through the red thread on many works of psycholinguists. But no less relevant is the study of the process of mastering children's native language. Only a person has the language ability, the mechanisms that generate speech. Do not confuse them with the organs of speech. Many species of animals have lips, tongues, etc., but none of them can master meaningful speech. However, the language itself is genetically embedded the ability cannot be implemented outside of the corresponding external conditions. The child learns to breathe, look, and walk, so to speak, "automatically" when "the time comes". With the ability to speak the situation is quite different. If a newborn baby is placed on a desert island, it will run, climb, hide from dangers, get food, but it will not talk, so how he has no one to learn to talk to and no one to talk to.

Skin color, body proportions, skull shape, hair type coverings inevitably follow the biological laws of heredity. But what language the child will speak does not depend on, who his parents were, and what language environment he will grow up in. Moreover, the development of speech mechanisms is quite long the process that goes, like other processes of development of the body, from simple to

complex: just as a child learns to first hold the head, then sit, crawl, walk, eat more and more diverse food, etc. with the development of speech mechanisms, more and more complex the sounds made by the child become: first they are vowels and syllabic combinations, mainly with labial consonants: ma-ma, pa-pa, ba-ba; then the individual syllables become meaningful, turning in words, etc. And that is typical, regardless of the specific language to some extent, the time is predetermined when the child has the first sounds, the first meaningful syllables and words, etc., like how to determine the time when he gets his first tooth or he starts walking.

The development of speech mechanisms (which begins in childhood and continues throughout life) is a constant improvement of the network of names, layered on an increasingly complex and subtle picture the world in the human mind. The principal possibility of naming any phenomenon available to us with the help of language tools appears already at the earliest stages of speech development, from two to five, and even earlier, although over time, the number of available services is also increasing understanding of objects, and the number of means for a more subtle distinction between the names of all kinds of objects, features, abstract concepts. The formation of consciousness is a sequential folding of external action first into speech, and then — into the actual thought. It is interesting that at some stage (up to 3-4 years), a child can only think aloud, talking-thinking in this way even in private.

Research on children’s speech has revealed a number of facts that are useful for child psychologists, speech therapists, and even teachers. The specificity of language as an object of mastering is that its assimilation it does not give a person direct knowledge of real reality. He is only the carrier of this information, the form of its existence in the individual and public consciousness. In addition, training it requires consistency and completeness. You can’t focus on one vocabulary without paying attention to the grammar, just as you can’t limit your grammar to the "verb tenses" section without paying attention to the grammar section "degrees of comparison of adjectives". Similarly, it is impossible to engage in one listening

session without paying special attention on reading, speaking, etc. Should know all the grammar, all the vocabulary needed for a variety of communication situations; possess all types of speech activity.

A separate area of psycholinguistics is research the polyglot phenomenon. Knowledge of two or more languages is one thing today one of the important conditions for a good career, but which languages are faster than others can I study? There are known attempts to rank foreign languages according to the difficulty of their study by Russian-speaking learners. Among the easiest include, of course, Slavic languages; Germanic languages on average are much more difficult than romance languages (with the exception of English and French, which are in the middle), etc. They even offer the order of learning individual languages (Slovak and Polish is easier to master after mastering Czech, English after French, Korean and Japanese after Chinese, etc.).

Others believe that the difficulty of any foreign language is a myth and you can learn any language if you want. When selecting a language, we should be guided not by its "ease", but by its demand. As you know, English is currently such, and a significant part of Russians study it. But the future is not after it: in 2-3 decades, the most relevant language in the world will be Chinese.

In any case, when we talk about polyglots, we cannot ignore such an important phenomenon as "linguistic abilities".

In many ways, it would be useful to be able to identify linguistically capable school children — just as they are being identified capable of mathematics, musically gifted, etc. unfortunately, the so-called linguistic Olympiads in this sense are of little use, since in the vast majority of cases, such Olympiads test language skills; tasks to test language flair, the ability to find language patterns etc. are extremely rare [Vasilevich, 2014].

Let’s focus in more detail on the results of psycholinguistic research, which in one way or another deals with the issues of mastering the native language and learning a foreign language. If the child learns the native language unconsciously

and unintentionally, then learning a foreign language begins with awareness and intent [Vygotsky, 1982].

Of course, when teaching a foreign language, you can in some way the degree is based on the learner's thinking formed on the basis of native language. But there is no guarantee that there will not be a contradiction between the intellectual potential of the learner and (most often) the scant verbal foreign-language means that he has for expressing his thoughts or for understanding thoughts another. In fact, to resolve this contradiction by achieving a gradual awareness of the language means of a foreign language and the phenomena of a foreign culture, is the main task of the methodology of teaching a foreign language as a science. This process is "double-edged":

as the intellect develops, the possibilities of conscious language learning increase, and on the other hand, the development of speech itself creates highly favorable conditions for the exercise of the thinking ability.

"When a child plays with soldiers or with his mother, he exercises the necessary complexes of ideas and emotions, in the same way, how a kitten prepares itself for hunting animals" [Bleuler, 1927, p. 76]. In the child's fantasies, his intellectual abilities increase as much as his physical dexterity in outdoor games.

According to I. A. Zimnaya, in comparison with the native language, a foreign language is characterized by a number of distinctive features [Zimnaya, 1997]. Let's name the main ones.

1. **The direction of the path of mastery**. Both native and foreign languages act as a means of satisfying the communicative need to Express thoughts, feelings, and will. However, the native language first becomes a natural, natural form of awareness of existence and designation emotional-volitional sphere of a person. Any other language it co-exists, but does not replace or displace the native language in this function. The evidence of this is that the fact that the most intimate, involuntary, personally significant people who speak several languages, Express only in their native language.

2. **The density of communication**. The volume and intensity of a child's communication with other children and adults in their native language incomparably higher than in a foreign language (in the latter in this case, everything is actually limited to the school classes').

3. **A sensitive age**. Discovery of the phenomenon of the sensitive period of the child's speech development, i.e. the period of the greatest it was a major milestone in the history of psycholinguistics and had the most significant impact on the development of language skills.

In the areas of this textbook that apply to teaching foreign language hearing, reading, grammar, etc., specific challenges experienced will be discussed. The results of psycholinguistic exams have been the subject of much study that has advanced both the theory and practice of teaching foreign languages. For example, many experiments confirm the existence of a human probabilistic prediction mechanism [Probabilistic... 1971]. In particular, it is shown that words stored in a person's long-term memory, they have a kind of "frequency index": the higher this index, the faster and easier the word is extracted from memory. This allows you to optimize speech behavior.

Finally, for the socio-cultural aspect of the learning process a foreign language is of great importance to the extensive factual material accumulated in psycholinguistics of the country studies and ethno-cultural plan. This data is contained in numerous scientific papers carried out in the field of research of language world picture. Getting them to put the well-known hypothesis Sepir — Wharf, according to which the categorization of the surrounding world is determined by using as a national language (the Russian language does not have the name of the time of day defined in English as afternoon, but it does the main color name is blue, which is absent in almost all European languages, etc.). We should also mention the presence of a huge number of associative dictionaries of different languages. Information about associations (which, of course, have a pronounced national-cultural character) is currently considered as an important part

of lexical competence as the knowledge of word compatibility or its word-forming capabilities.

Education philosophy, pedagogy and teaching foreign languages methodology

As noted above, teaching foreign languages methodology relates to pedagogical scientific disciplines. This means that it is most closely connected first of all with the education philosophy, pedagogy, and especially with the constituent part of the latter — didactics.

Education philosophy, which explores the philosophical foundations of education, its value-semantic orientations, emerged as an independent scientific field in the second half of the twentieth century.

Pedagogy is "a science that studies regularities and purposeful the practice of teaching and educating people, the introduction of human beings to the life of society, related pedagogical processes and pedagogical activity" [Pedagogy, 2015, p. 30].

Following the education philosophy [Gershunsky, 1997], modern linguodidactics considers "language education" as a broad socio-pedagogical phenomenon, as a multidimensional phenomenon. This gives reason to consider education in the field of foreign languages it is characterized by the unity and complementarity of the following aspect characteristics: the value of both the individual and society, and the state as a whole; the educational process (the process of teaching and educating a learner by means of an academic discipline); the result

teaching a specific academic discipline and personal development by means of an academic discipline; a system within which the process of training and education is carried out [Galskova, Gez, 2004, p.5-40].

When determining the strategy of language education in all for its consideration, it is important, as noted above, to focus on the vector of

development of education as a whole, the description of which is provided primarily in regulatory documents, regulating its functioning.

In the post-industrial era-the era of innovation, information and globalization-education appears in at least two aspects: first, as the main strategic factor of economic and social progress and, secondly, as an important tool for investment attractiveness of a particular person and society as a whole. From this point of view education is a socio-political phenomenon that has special significance for such areas as the innovative economy, social cohesion and development of its social structure.

However, according to philosophers and teachers, the new time it has special requirements for education. Today it should to be competitive in terms of" output indicators " [Kondakov, 2010] and aimed at training innovation-oriented graduates with appropriate competencies, creative thinking and social responsibility. In relation with this, education can be described as a socio-cultural phenomenon associated with changes in the motives and personal positions of all in the end, it will have a significant impact on the value orientations of not only a particular individual, but also society as a whole.

V.P. Zinchenko rightly refers to the word education as one of the most "meaningful and mysterious" words [Zinchenko, 1999]. But one thing is clear: any education becomes such if it makes sense, i.e. it answers the questions: "Why?", "For what?", "For what purpose?" etc. The answers to these questions, as well as the semantic content of the concept of "education" itself, change in each historical epoch, being influenced by many factors. Among them the relationship paradigm plays a special role "state-society-personality", the change of which inevitably stimulates the processes of destruction and generation of meanings in education.

If the state is based on philosophical ideas about a person as a passive product of the development of the surrounding social environment and its typological (biological) structures, then the individual in society and, consequently, in the educational system acts as a only as a means to achieve "higher goals" and is seen as "something that needs to be activated". When this question is put the main

meaning of education is to activate the teaching, in the absolutization and hyperbolization of the role of knowledge and social requirements to the behavior of the trainee. It is the trainee, not the learner, since he is assigned a passive role in relation to the teacher) the role of a listener, observer, and accumulator of knowledge, skills, and abilities. Such a model of education, characteristic of the industrial stage of civilizational development, has, as we know, a reproductive effect character [Novikov, 2007].

If the relations between the state, society and man are based on the anthropic principle that proclaims the individual as a subject of historical creation, an active subject of activity, communication and knowledge, the semantic orientations of education are radically changing. In this case, as L. M. Asmolova (Plakhova) notes, we are talking about education, "which develops the personality as an individual, independent in the design of life and professional tasks, in the generation of personal meanings, not a person who can only think and act according to a pattern "as taught and learned." An enlightened person should come out of school a person for whom the concepts of "conscience", "honor", "decency" — core personal education, and not just the characteristics of the characters of literary works" [Asmolova].

Here is another statement that, in our opinion, demonstrates the modern view of education: "not the quality of knowledge as such, and especially not the amount of knowledge and skills acquired, and personal development, the realization of unique human capabilities, and preparation for the complexities of life become the leading goal education that is not limited to the school, but goes beyond far beyond its limits" [Zagvyazinsky, Atakhanov, 2012, p. 9].

So, the main meaning of modern education is its focus on personal neoplasms and characteristics that a learner acquires (or should acquire) at a certain educational stage. Today to such personal qualities include the mobility and freedom of a person, his responsibility for decisions made, including those decisions, which have a promising sound, the ability to perceive innovations, etc. Are also value-semantic orientations of the learner as "a specific form of awareness

of the surrounding world, its past, present and future", "general social human orientation; a system of fixed moral attitudes, a more stable, deep expression of consciousness, a powerful motivator of personal activity" [Andreeva, 2006, p. 11-12]. Can to say that modern education is a connecting factor a link between a person, their inner world and their environment, including educational environment.

The above has a direct relation to the language education, in the depths of which serious semantic shifts have been taking place since the end of the last century. They are the result of exposure a whole set of factors, but above all general pedagogical trends, new semantic priorities of education in general.

This is as a result of the person's attraction to foreign language teaching methodologies, his capacity to acquire a language other than his mother tongue, and the common and essential qualities that enable him to successfully communicate at the interpersonal and intercultural levels. As noted above, since the end of the last century, the personality of everyone involved in educational activities in the field of foreign languages has become a natural reference point in the analysis and justification of essential features language education. Hence its semantic reorientation to the development and improvement of the learner's personality in all its aspects is obvious its totality: not only as a subject of speech, but also as a subject of morality, a subject of culture, a subject of activity, a subject of knowledge. The realization of the idea of "totality" comes to the fore" development of the learner's personality in the process of mastering the language as a means of interpersonal and intercultural communication, as a means of learning about other cultures and understanding their linguistic and cultural origins. This target orientation of teaching foreign languages consists of the following components:

- education in the learner by means of an educational subject "foreign language" of socially significant qualities and personal properties;

- development or expansion of his individual picture of the world due to familiarization with the language and conceptual pictures world of native speakers of the foreign language;
- formation of an idea of a different language system, a different system of values and, as a result, a better understanding of their origins and roots, commonality with others and differences from another;
- formation of subject knowledge, language and speech skills, development of communication skills and ways of cognitive activity in the non-native foreign language and using this language.

It is not by chance that the methodology suggests calling "foreign language" is not "an academic subject", but "an educational discipline", the goal of this program is to "develop the learner's personality in order to prepare him as a moral person for the dialogue of cultures, i.e. for mutual understanding between peoples" [Passov, 2010, p. 163]. Beyond doubt, such a definition of the goal of education in the field of foreign languages has a strategic sound, but at the same time, it must be recognized as a general subject, since it is relevant for all general education subjects. Unfortunately, in this handicap- the goal simulation does not reflect the specifics of education in the region foreign language. The latter, as noted earlier, finds its own reflection in the focus on the development of the learner's main "traits" of a bi / multicultural (secondary) language personality, the combination of which makes it educated and capable of adequate interaction with the surrounding reality and virtual world, free and able to "enter" the globalized world without conflict world. This educational goal involves not only learning knowledge, skills, skills that allow you to practically use language in all its manifestations in authentic situations of intercultural communication. Along with this the followings are important:

- ✓ the individual's acceptance of a certain value system, linguistic culture and values are conditioned by the recognition of human community, as well as the awareness of differences in the values that exist between peoples, ethnic

groups, groups within their own country and in the countries of the languages being studied;

- ✓ respect for native and foreign languages, for native and foreign cultures, the need to know someone else's world (way of life, behavior) in order to destroy ingrained in the mind stereotypes and better understanding of the socio-cultural portrait of their own country (lifestyle, behavior);
- ✓ learners'awareness of their belonging to a particular class ethnic group, region of permanent residence and the state as a whole, as well as the ability to self-identify in the world space;
- ✓ mastering effective ways of interpersonal and intercultural interaction, improving your own education, including using the language you are learning.

It should be noted that this understanding of the purpose of language education is consistent with the goals of the new educational standards of general education, which emphasize that school graduates should:

- ✓ be aware of your identity — civil (as a citizen of Uzbek society, have civil patriotism), ethno-cultural (accept the leading values of your country ethnic culture) and universal (to be ready for dialogue and cooperation with different people; mobility, peacefulness);
- ✓ possess universal ways of knowing;
- ✓ have the ability to adapt flexibly to changing life situations, think critically independently, work with information competently, be sociable and work independently.

Thus, within the framework of language education, the development of the learner's personality is achieved on the basis of mastering the language and cultural experience in the form of a certain set of personal qualities, abilities to communicate and interact in the foreign language (communicative, cognitive, psychological), and to self-development and self-improvement (through the formation of universal educational actions, reflexive and creative abilities, etc.).

Therefore, it can be argued that the interrelated the communicative, socio-cultural and cognitive development of the learner's personality is a means and result of formation bi / multicultural language personality. As we continue our discussion of the relationship between pedagogical scientific branches and ways of teaching foreign languages as a science, we must emphasize their interaction with didactics. The latter is characterized as an all-encompassing "learning theory" that investigates the patterns of instruction and its organizing activity as a social phenomena.

Didactics is a branch of pedagogy that studies general patterns, which the learning process is subject to, as well as the content of learning that is adequate to the content of education at a certain historical stage.

Hence, it is clear that the method is close to didactics, since the interests of both scientific disciplines concern the learning process. Only the method explores the process of teaching a specific academic subject (in our case, a foreign language), while didactics formulates general laws, through the prism of which we consider target, content and organizational parameters of the learning process, including foreign languages.

Such proximity of didactics and methods gives reason for individual scientists to consider the latter only as " procedural design of the method, method and form of its implementation, set and sequence of methodological techniques" [Serikov, 2008, p. 121]. By using this strategy, it is clear that the method has no specific study objectives and does not explain certain aspects of the teaching of a foreign language. Its sole goal is to organize this process and select the most effective training and educational tools, methods, and techniques. This only pertains to general didactic rules. We find it hard to concur with this assertion. First, the methodology for teaching foreign languages is important for reasons beyond technology. This science has been demonstrated to be a collection of learning theories for foreign languages (linguistics) and learning technology. Second, the method is unique due to its interdisciplinarity as a pedagogical science. It cannot

be confined by referring only to education because of the object-subject area's complexity and diversity.

The fact that the goals, content, and methods of teaching foreign languages are formulated in the methodology taking into account and in the context of first and foremost, general didactic requirements, is quite natural, as is the fact that the range of primary problems that the methodology of teaching foreign languages deals with is actually didactic as noted above. The fact that the approach is seen as a private didactics is no accident. It is also challenging to argue against this.

As has been stated numerous times, "foreign language" is merely one of the components of the educational system, the general regularities of which are investigated by didactics, a field of pedagogical research. In addition, as already noted, the scope of scientific and applied aspects of modern methodology as a science includes problems of education, in our case, education in the field of foreign languages. The solution of these problems cannot be carried out outside of the general educational context and, therefore, without taking into account a general educational concept that represents a certain system of goals, leading ideas of functioning and development educations. However, it is impossible to deny the fact that the approach to teaching foreign languages has its own research subject, namely a particular social phenomena, which students grasp without being familiar with its laws or only to a very limited extent. This thing is more than just a language or a system of languages. It addresses both a person's attitude toward language and the issues that can arise when learning a new linguistic culture, including at the level of empathy, the meanings of fundamental worldview concepts, ideas, and concepts that reflect the orientation and existential needs of the speakers of a particular language at a particular time.

While maintaining a general orientation to the strategic vector of development of the state educational policy in each particular historical period, and while not being restricted to laws that have the following characteristics: exclusively didactic sounding, the complexity of the object of research, teaching, and study allows the

method to interpret general didactic requirements in their own way, "in their own interests."

Methodological tasks

1. Express your views on the following issues. Explain your statements.

a. What is the main subject of studying the theory of teaching foreign languages, what paradigm features does it have?

b. What content is included in the concept of "teaching foreign languages methodology as a science", how the idea of this scientific field has historically evolved among scientists, and how it is possible to characterize this science today?

c. What sciences are involved in the research of the educational sphere in foreign languages, what is the subject of their research, how do they affect foreign language learning?

d. Why has the problem of technology in the field of foreign languages become relevant in recent years? What technology in the field of foreign language education can be called personally oriented? What personality traits is it focused on?

2. Working in pairs, define the following concepts by finishing following proposal:

a. Scientific knowledge in the field of language education is...

b. The scientific picture of the world of educational reality according to foreign languages - is...

c. Components of the scientific picture in educational process - are

d. The scientific paradigm of methodological research is...

e. Present the results to the group.

3. Give your opinion on the following quote:

"...we often believe that, for example, a natural Englishman is already a ready-made teacher of English, if only he has at least some general education.

This opinion is a relic of the era when languages were taught by governesses. In fact, an educated linguist (I emphasize this word in every possible way), even

with a relatively imperfect command of data language should be preferred as a school teacher to a person who only knows this language as a native language (it goes without saying that this does not mean that foreign language teachers at school may not know the language they are teaching well: all this must be understood only relatively.)" [Shherba, 1947, p. 11-12].

4. Complete the following tasks.

a. What are the main differences between psycholinguistics and linguistics?

b. Describe the psycholinguistic model of speech appearance.

c. Give examples of related sciences and describe their contribution in the development of teaching foreign languages methodology.

SECTION 3

PRINCIPLE METHODOLOGICAL CATEGORIES

3.1. Approach in teaching foreign languages

Approach in the teaching of foreign languages is recognized by the base pedagogical and methodological category. In didactics, the approach is interpreted as "the aspect, position, "channel" of consideration and construction of didactic objects", i.e., the learning process and its elements, namely: goals, content, methods and forms of training, etc. [Ivanov, Anatoly Osmolovsky, 2011, p. 55]. In the methodology of teaching foreign languages, the approach is considered as "the most general private methodological basis for research in a specific field of knowledge", "the initial idea", a kind of "angle of view" on the direction in which it should the research is conducted [Bim, 1988, p. 6.] and under which the process of teaching foreign languages is considered and interpreted. A similar position is taken by I.A. Zimnaya, who correlates this concept with educational activities and believes that the approach is a certain theoretical and methodological position under which this activity and N.A. Shchukin interprets this concept as "strategy language training and the choice of a teaching method that implements such a strategy" [Shchukin, 2008, p. 218]. The latter definition, which indicates the role of the approach in the justification method as a general strategic (methodological) direction, seems to us to be the most successful. It has an impact on the system of teaching foreign languages generally. There is no single, accepted classification of methods for teaching foreign languages in the methodology.

The methodology does not have a single, universally recognized classification of approaches to teaching foreign languages. However currently relevant for teaching foreign languages and the following approaches are generally recognized: personality-oriented, communicative, competence-based, intercultural, axiological. Let us briefly describe the essence of each of them, with special emphasis on the last three, the features of which have become particularly clear in the present century and which are based on the first of the above approaches.

Within the framework of the personality-oriented or task-based approach, such a characteristic of learning as subjectivity is emphasized. This approach is based on the provisions of humanistic pedagogy and psychology, according to which the learner is considered as active and a full-fledged subject of training, as a subject of their own activities. Therefore, the main goal of this approach is to create conditions to maximize the development of the learner's personality, speech abilities, interest in the foreign foreign language, and personal qualities. At the same time, the educational process is based on social and functional aspects of language use in specific situations of speech communication and teaching foreign language speech activity, in other words, language is considered not as a fundamentally isolated system, but as a means of human communication. The personality oriented approach is also based on ideas about the activity character teaching foreign languages based on research great psychologists S. L. Rubinstein, A. N. Leontiev, P. Ya. Galperin. They justified the view of the essence of activity as the basis and the driving force of personal development, as well as the structural components of this activity, which are speech and non-speech actions that have their own motive, ways and means of implementation, result. The adoption of these ideas and provisions made it possible to define the goal of foreign language training is to teach a foreign language speech activity, describe its structure and identify the sequence of its (activity) formation.

The activity provisions formed the methodological basis for a communicative approach to teaching foreign languages, which was widely used in the theoretical works of such authors as I.L. Bim, N.V. Elukhina, V.P. Kuzovlev, E.I. Passov, V.L. Skalkin, A.N. Shchukin, etc., and in the practice of teaching foreign languages. His triumphal procession began with the first half of the 80 - s of the last century. We shouldn't abandon the pre-emptive system in favor of "procedural" approaches, communicative and pragmatic notions, as some methodology researchers suggested while developing their training modules based on linguists' perspectives on language as a medium of communication (social component). The communicative approach is based on the concept of

communication as basic training, and language acquisition is carried out directly in its function as a means of communication and in fact in the interaction of linguistic, psychological and social aspects of language. Communicative ideas directed the vector of methodological scientific research on the ability of the individual in its totality language and socio-psychological aspects. At the same time, the main focus is on the formation of skills for understanding and (or) constructing a foreign language speech utterance, while lexical, phonetic and grammatical skills are considered only as psychological component of oral and written foreign language speech. It is no accident that scholars in the field of methodology turn to the communicative approach due to their need to find new technological solutions in order for people to effectively use non-native for him, the language in real situations of indirect and direct real communication with his (language) native speakers.

The next approach is a competency-based approach that he came first to the Russian system of higher professional education (the 90s of the last century), and then to the school system (the beginning of this century). This approach originated as the response of education to the demands of the new era of innovation and compacting information, which came in the second half of the half of the last millennium, an era interested in innovation-oriented specialists with free thinking, readiness to retrain, the ability to make non-trivial decisions in non-standard situations. The main operating units in the new social environment are "competency" and "competence", which in the education system are considered as significant educational results, linked not so much with the acquisition of specialized knowledge by graduates, but rather with subject, creative, and social competencies.

"**Competency** is an alienated, predetermined social requirement (norm) to the educational preparation of the pupil necessary for his qualitative productive activity in a certain sphere" [Khutorskoy, 2003, p. 111].

"**Competence** is a life-long formed, ethnosocioculturally conditioned, actualized in activities, in interaction with other people, based on knowledge,

intellectually and personally conditioned integrative personal quality of a person, which, developing in the educational process, becomes its result" [Zimnaya, 2012, p. 6-7].

Due to the fact that education in recent decades has turned to the competent properties of a person, the "formula" of competence has acquired new elements. It includes, in addition to cognitive (knowledge) and technological-operational (skills and abilities) components, also motivational (readiness), social (socially significant qualities) and behavioral components (experience) [Filatova, 2005].

Let's see what all this means for the systems for teaching foreign languages. As you know, linguists and Methodists after them have long been familiar with the term "*competence*". So, in the methodology of teaching foreign languages since the end of the last century, the category of "*communicative competence*" has been used as a person's ability to understand and generate foreign language utterances in various socially determined situations. Today, it is a clearly structured communication model, consisting of a set of interrelated and mutually dependent subcompetences (linguistic, pragmatic, discourse, etc.) and serves to verbalize (design, objectification, language implementation) linguistic and cultural concepts. At the same time, it acts as the desired result of learning foreign languages, detailed in the approximate foreign language programs, which will be discussed in the following sections of this manual.

Possession of a foreign language by a person communication competence (at a certain level) makes it competent in the use of language as a means of communication and knowledge, i.e. able to effectively, effectively, independently use a foreign language to solve life and professional problems based on personal experience. Thanks to experience, understood in philosophy as the result of sensory-empirical reflection of the external world and acquired as a result of the real interaction of the subject with the outside world (Kraevsky V. V.), a person becomes not only knowledgeable and able, but also competent. In turn, communicative competence, as noted by I.A. Zimnaya, it is defined by the

characteristics common to the competence, but has its own specifics from its point of view, communicative competence is:

"a) life-long formed based on the innate language ability to acquire and use language tools and speech methods of forming and formulating thoughts;

b) ethno-socio-cultural conditioned personal the quality of a person;

c) actualized by his receptive-productive speech activity in the processes of verbal communication; d) realizing the highest mental function of a person — communicative" [Zimnaya, 2012, p. 8].

Therefore, the implementation of a competency-based approach to teaching foreign languages are linked not only to the learner's acquisition of proper verbal and nonverbal means of communication, but the experience gained in this case is not limited exclusively to to the communicative and socio-cultural experience. In the process of learning a foreign language, a learner acquires (must acquire) a number of competencies (social, cultural, humanitarian, etc.), necessary for high-quality life in everyday life professional and professional situations, as well as life, social experience, experience of search and discovery, experience of creative activity, etc.

Thus, the modern formula of foreign language communicative competence in the context of competence ideology looks like a set of interrelated, non-linear parameters that characterize a person as *a linguistic and socio-psychological personality* in unity.

We will conclude a brief review of the essence of the modern competence approach with the following statement. This approach is reflected not only in the purpose of learning a foreign language, but the requirements for a language level of learners when the results are formulated in the format "**key competency training**" includes *educational*, axiologically oriented, cultural, educational-cognitive, informational, communicative, social and labor competences as well as the competence of personality self-improvement" [Biboletova, Trubarevo, Shepilova, 2013, p. 4].

The basis for the next — ***cross-cultural-approach*** **(intercultural)** was created such author's methodological concepts as *linguistic and cultural* studies approach [Vereshchagin, Kostomarov, 1980], *socio-cultural approach* [Safonova, 1996], *linguo-cultural,* or *cultural-pragmatic* approach [Furmanova, 1994], *linguo-cultural approach* [V. V. Vorobyov, 2000, et al.]. With all the differences in these concepts, one can notice the common thing that unites them, namely: focus on language learning as a cultural phenomenon. This gives grounds to attribute them to the approaches of the so-called culturocentric direction regarding the inclusion of culture the country of studied language as one of the components of the content of language learning, which ultimately is intended to introduce the learner to the cultural space of the country of the target language and thereby to motivate him to study a subject. The intercultural approach is unique in that it emphasizes the equality of languages and cultures (linguocultures) in the process of teaching a foreign language and helps learners develop the capacity to engage in mutually beneficial dialogue with all subjects in contemporary multicultural and multilingual shared life spaces, or the capacity for cross-cultural communication.

Since the second half of the XXth century, the concept of "intercultural communication" has captured the attention of scientists and practitioners everywhere. The phrase "intercultural communication" is also used in a variety of scientific papers. For example, in the theory of intercultural communication, this the phenomenon is "*direct or indirect exchange of information between representatives of different cultures*" [Leontovich, 2007, p. 351]. The way that has gained the most traction is the definition of intercultural communication provided in linguo-cultural studies, which is: suitable interaction of two participants in a communicative act belonging to distinct national cultures [Vereshchagin, Kostomarov, 1990].

According to Khaleeva (1989), Russian linguodidactics views intercultural communication as a collection of particular interaction processes between partners who come from various language and ethnocultural groups. They are aware of the fact that they are "alienating" one another and attempt to account for a different

language code, other customs, traditions, attitudes, and everyday ways of communication that are perceived or they are defined as "foreign" by using their own language code, customs, traditions, attitudes, and norms of behavior when communicating with one another. Even if the people in the conversation speak the same language, cross-cultural communication can still be challenging. Within it today, technologies for "c*onnecting*" learners are being developed to various language and conceptual systems, technologies for comparing these systems with the picture of the world of the native linguoethnosocium for the purpose of acquiring linguistic and cultural experience of cross cultural communication.

The central category of the intercultural approach is "*intercultural competence*". Justification of its status and structure quite a large number of scientific publications have been devoted to this topic recently. If we generalize them, we can state that this competence is usually understood as the ability of an individual to realize himself within the framework of a dialogue of cultures.

Of course, this interpretation of intercultural competence clearly reflects the deep humanistic and general educational orientation of the intercultural approach. However, we also have to agree with those researchers who assert that this interpretation, which has more of a philosophical and scientific-theoretical meaning, determines the strategic focus on intercultural education in general and, of course, language education in particular, but does not reflect the specifics of the latter. [Gromova, 2011, pp. 10-11].

Indeed, *cross-cultural (inter-cultural) competence* is an ability compare cultures and critically analyze (reflection) one’s own behavior. Its formation can also be carried out in the native language, since it is about the ability to understand and recognize another culture, the ability to effectively eliminate misunderstandings caused by cross-cultural differences.

In other words, we are talking about the general capacity for intercultural communication, which is always characterized by cultural diversity. At the same time, there is a shift in language education the standard to which should strive, in particular, mastering foreign language [Bernstein, Bosova, 2004, p. 15-16]. If

previously such a standard was a native speaker of the foreign language, now it is "*mediator of cultures*", i.e. a person who has not just a foreign language communication competence, and cross-cultural competence, i.e. willingness and ability to perceive the "other" and the ability to cooperate. Such a person can be called an inter-culturally competent person.

Linguodidactic researches in recent time, considering the intercultural aspects of foreign language teaching, increasingly active and justified they refer to the category of "*intercultural communicative competence*", which fully reflects the specifics of a foreign language as academic discipline. This competence refers to the ability to interact productively with native speakers of another culture in its language [V.V. Gromova, 2011, p. 11], which, of course, requires the study of this non-native language. This is the ability to communicate, taking into account the belonging of its partners to different linguistic and cultural communities.

Cross-cultural communicative competence and foreign language communicative competence is not identical to each other. First it is an organic synthesis of communicative and intercultural competences [Gromova, 2011, p. 12], which makes it much more complex both in content and volume. If a foreign language communicative competence and competence cover the language and speech abilities of the individual, while cross-cultural competence it mainly reflects the ontological aspect of personality formation human [Malkova, 2000]. A person who possesses this skill has many options to broaden the scope of his worldview and vision by adding new cultural hues that are internalized through the language that is being studied, as well as a world that was built with the aid of the local tongue.

Cross-cultural competence is a personal trait that, along with communicative competence, demonstrates a person’s preparedness and capacity to engage in personal and (or) professional speech communication at the global level. This means that the subject of intercultural communication simultaneously tries to take into account not only a different language code but also other customs and habits, other norms of social behavior, while he is aware of their alienness. They do this

by using their linguistic and cultural experience, as well as their national and cultural traditions and habits. The ability to recognize parallels and contrasts between communicative cultures, knowledge of another language's semantic orientations, and the application of these skills are all considered to be components of intercultural competence.

Additionally, conceptual pictures of the world, or comprehension of texts in the broad sense that social reality, and the language world picture of the foreign learners, i.e., comprehension of how the entirety of knowledge about the world is imprinted in linguistic form—are related to intercultural foreign language competence. The cognitive aspects of teaching foreign languages, which are associated with the need to comprehend the distinctive characteristics of the culture and language of their people, with the capacity to analyze cross-cultural differences and take them into account during communication, and with a willingness to understand a different culture and way of life, are inextricably linked to the intercultural approach [Soboleva, 2011].

The methodology emphasizes the interrelationship of cross-cultural approach with a communicative approach. Therefore, among the priority tasks, the following issues are addressed within the framework of an intercultural approach:

- Formation of learners'foreign language communicative competence is defined as the capacity to use a foreign language (in all its manifestations) in genuine speech communication situations;
- concurrently, learners'abilities to explain and learn (to some extent) another person's lifestyle (behavior), value of human community, capacity to understand and accept differences between peoples, ethnic groups, and capacity to use a foreign language as a tool knowledge of a different culture are developed.

In the framework of an intercultural approach, in addition to the culture of the nation where the language being learned, the native culture of pupils plays a special role. It is well known that when learning a new culture, a person uses their own cognitive tools, which are important for becoming aware of a different

culture, while also relying on new information about the culture being studied, formed during language study, as well as new information about their own culture, acquired during the process of learning someone else's language and culture.

And finally, the *axiologically centered approach*, which has become particularly relevant in recent times due to the progressive reorientation of language education on personality and value-semantic reference points [See Galskova for more details. 2012]. This approach's main category is value, or a category that is related to both a person (value for the person) and the objective world (the value of something), but which is constantly and inherently anthropogenous since it develops during the course of a person's contact with the outside world. [Sherkovin, 1982]. In such a perspective, the value of language education is a social phenomenon with a dual character. This duality manifests itself, on the one hand, in the individual essence of value (any value manifests itself at the level of consciousness of an individual due to the acquired her experience, no personality and without personality the concept of values cannot exist, since it refers to a special type of significance for human subjects and phenomena of reality), and social nature of values (any value is showing itself, in a dialectical subject-object relation and is a link between learner personality, her inner world and educational).

Currently, the axiological approach, having a pronounced complex character, is an important area of research in many scientific disciplines, especially philosophy education, pedagogy, psychology and theory of teaching foreign languages. It is obvious that it is in these scientific fields that the anthropocentric (human-dimensional) and axiological (value-oriented) are closely intertwined.

The value-oriented approach and its accompanying integration of "human meanings, ethical and aesthetic values" in the sphere of methodological knowledge substantially widened the scope of methodological science's research "field" [Mikeshina, 2006, p. 380]. Scientific inquiry focused on the personality (its neoplasms formed with the aid of resources from a foreign language as an academic subject), that is, the person as a product and as a carrier of a particular

linguo-ethnoculture, as the subject of knowledge and as the subject of interpersonal and intercultural communication. As previously mentioned, this compelled Methodists to broaden their approach to teaching the topic, i.e., beyond the actual acquisition of knowledge, skills, and capacities by students, in the field of language education, which aims to produce linguistically competent individuals. [Andreeva, 2006, p. 11-12].

Of course, such a turn is a manifestation of General pedagogical trends, but in the methodological science of the category "*language education*" and "*axiological orientations*" were also the subject of special consideration, which indicates a change in priorities in the choice a valuable object of study within the framework of an academic subject "foreign language" [Tareva, 2011]. This object has passed along with methodological science a complex path of historical development: from language (up to the 60s of the last century) to speech activity (60-70s), from culture (80-90 - ies of the last century) to intercultural communication (from the 90s of the XX century to the present). But it is only in recent decades that the individual has become regarded as an educational value, which has led to the introduction of the conceptual apparatus of science personally significant terminology: competence-ability — uniqueness is spirituality.

Axiological interactions are constantly created and altered throughout the course of society's historical evolution; they are connected to changes in a variety of areas of human existence, including the foundations of education and the larger social milieu. If we talk about today if the person is not a good person, then he has formed a special system of value orientations and installations. This system includes, for example, the values of human creativity and innovation, the values of individual autonomy and responsibility, the values of human rights and freedom, and so on. Together they form a single set of worldview structures the post-industrial era, in which the problem of humanistic development of the learner's personality becomes particularly relevant, expansion of its spiritual space, enrichment of knowledge about humanistic, universal values of native and foreign

cultures. This is the main meaning of the axiological approach to modern foreign language education.

Every strategy fits into a specific paradigm, which was covered previously. According to Galskova (2011), the scientific paradigm and method of learning foreign languages are related and dependent on one another. The linguistic, psychological, and social characteristics of language that define it in its natural condition are combined in the paradigm and approach. Different techniques to teaching foreign languages can be separated depending on which feature is the initial or fundamental one [Vishnevsky, 1983]. Thus, the comparative-comparative paradigm of methodological research, which was dominant until the 1970s of the previous century, was followed by the system-structural paradigm, which gave rise, respectively, to a linguistic paradigm and conditional-communicative techniques. The linguistic method is characterized by its focus on the findings of meticulous comparative interlanguage analysis and a significant emphasis on the processes of interference and transfer.

The conditional-communicative approach, in turn, markedly shifted the focus from the linguistic to the psychological aspects of language. The formation of the learners' system of skills and abilities of foreign language speech activity, as well as the sequential assimilation of language skills divided in time and speech material, were the main focuses of this approach, which declared as its main principles of building foreign language teaching complexity and aspect [Shatilov, 1977, p. 44].

Paradigm shift that took place in the 80’s and the first half of the 90’s. the transformation towards communicative and pragmatic ideas has generated interest among Methodists in a communicative approach based on activity-based ideas. As described above, this method presupposed learning a foreign language while it was being used as a tool for communication and, in fact, while all three of the aforementioned characteristics of language were interacting. Researchers and practitioners in the field of speech communication are brought to the learner’s notice at this time. Such practical and communicative concepts were heavily

utilised in the technique up until the middle of the 1990s. They have laid the groundwork for the introduction of methodical professional consciousness of the new anthropocentric paradigm and research-directed vector on the capacity and motivation of the individual to perform foreign language communication, including in contexts of intercultural interaction with native speakers of the target language.At the same time, it is impossible not to agree with K.N. Khitrik that, since the educational process the process is deeply social, activity-based, informational and communicative in nature, anthropocentric the approach in this process cannot but be simultaneously the same and an anthropological approach [Khitrik, 2000, p. 19].

The anthropocentric paradigm has a philosophical nature today, scientific thinking in the entire social and humanitarian sphere, including in education, is being defined. In the structure of this paradigm, the axiological, competence-based approach is intensively developed and cross-cultural approaches. These approaches, each of which has the so-called anthropocentrism, which makes conversion inevitable, unites its specific features, as discussed above to the personality, its abilities, personal characteristics that allow it to successfully communicate at the interpersonal and intercultural levels in a foreign language.

This is why it can be argued that the core of the anthropocentric paradigm is the concept of "*competence*", which reflects the main characteristics of a person's ability to social interaction of jointly acting subjects, and teaching the subject is interfaced with such categories as "*learner's personality*" and it's "*emotional and evaluative experience*".

3.2. The aim and content of teaching foreign languages

The aim of teaching is the central category of methodological science. As noted by I.L. Bim, the purpose of teaching foreign languages is this is a "*conceivable result of activity*", a "*starting*" mechanism of activity [BIM, 1988, p. 41].

The aim of foreign language teaching is "a pre-planned result of pedagogical activity achieved through various techniques, methods and means of training" [Shchukin, 2008, p. 373].

The **aim** is the core element of the foreign language teaching system, determining its development and functioning, determining theory of its content and ways of mastering this content at each level the historical stage of development of the theory and practice of teaching educational subject. "Success depends on how clearly the aim is realized in all teaching activities", - writes I.L. Bim [Bim, 1988, p. 41].

It is known that different factors influence the aim. This first of all, socio-economic and political factors that generate social needs (social order) in relation to teaching foreign languages, as well as socio-pedagogical factors, i.e. state policy in the field of education in general, and language education in particular. A significant factor determining the goal is also the level of development methodological science and other sciences that are a source of knowledge about the laws of language and the process of mastering it, speech communication and the ability to implement it.

Therefore, it is clear that there is a goal:

- a socially determined category, defined in the context of the values system accepted in society and taking into account the needs of society and its individual citizens in learning foreign languages;
- a pedagogical category, since its consideration should be carried out in the context of the general educational concept adopted in society at a certain stage of its development and the development of the school system.

As a result, the objective is defined as a socially determined category within the framework of the recognized social value system while also taking into account the demands of society and its individual inhabitants with regard to education in general and language in particular. The objective is defined as a pedagogical category within the context of an educational idea that is generally recognized by society at a particular stage in its development. Finally, as a methodological

category the goal is formulated taking into account the main provisions of the methodology itself and those provisions that this science formulates on the basis of data from other related Sciences. In this regard, we are talking about the level character of the goal as its specific feature.

At the highest level, strategic goals for teaching foreign languages are formulated, which perform organizing and unifying functions, and define methodological concepts (approaches). To define these goals is to find the answer to the question: What goals qualities, knowledge and skills should be formed in the learner by means of the discipline? In search of an answer to this question currently, the method is being used in the field of education in the field of foreign languages, linking it not only with the "assignment" to learners of a certain set of language, socio-cultural, speech and other knowledge, speech skills and communication skills, but also with the change of his (the learner's) motives, relationships, personal positions, and the emotional and evaluative experience he acquires, systems of values and meanings. We are talking about the totality of personal qualities, knowledge and skills, abilities that, according to I.L. Bim, should be formed in the learner by means of the discipline "foreign language", so that he can" comfortably exist " in the world today and tomorrow, when he (the learner) will be an adult.

Today a strategic goal in the field of foreign languages the goal is to create conditions for personal formation and development of the individual using the foreign language. Currently, training in the system in the process of language learning is relevant as a means of communication and knowledge of other cultures and awareness of their own linguistic and cultural origins. This goal is realized by: *first*, educating the learner by means of the subject "foreign language" socially significant qualities and personal properties; *second*, the extension of his individual picture of the world through initiation to linguistic and conceptual pictures of the world media target language; *third*, mastery of subject knowledge, linguistic and speech skills, communication skills, and methods of cognitive activity in the non-native foreign language and using this language, *fourth*, exposing him to another

language system. Familiarization with different systems of values. A better understanding of their "origins" and "roots" of belonging in the "other" and different from "other." In turn, the aims of the middle and lower levels, taking into account the General strategic orientation of the subject "*foreign language*", determine the tactics of teaching a specific language and (or) in specific educational settings. These goals are recorded in the foreign language program, which is one of the most important tools for implementing educational policy in the field of foreign languages.

As noted above, modern sample programs offer the study of the first (grades 2-11) and second (grades 5-11) foreign languages at the basic and advanced levels. Regardless from this two equivalent levels are offered for each of these levels and related goals:

- ✓ the development of communicative proficiency in a foreign language in all of its aspects — speech, language, socio-cultural, compensatory, educational and cognitive competencies;
- ✓ developing and educating learners to understand the importance of learning a foreign language in the modern world and the need to use it as a means of communication, knowledge, self-realization and social adaptation;
- ✓ Education in virtues Citizenship, patriotism, the growth of national identity, the pursuit of intercultural understanding [Bim, Biboletova, Shchepilova, Kopylova, 2009, p. 6], the development of the capacity and readiness for independent study of a foreign language, further self-education with its aid, and the application of a foreign language to other fields of knowledge.

Let's talk quickly about these goals' qualities. The development of schoolchildren's communicative competence in foreign languages is related to the first of them, i.e. "*ability and readiness carry out foreign language interpersonal and intercultural communication with native speakers, real practical foreign language acquisition language, which should contribute to the development of learner's personality, the formation of a scientific picture of the world, critical*

thinking, as well as social adaptation of school graduates, their competitiveness in the labor market ".

In general, this should ensure education of a person of culture, a citizen and patriot of their country and a citizen of the world, able to integrate into the world community and successfully function in it" [Bim, Biboletova, Shchepilova, Kopylova, 2009, p. 5-6]. Mastering the communicative competence- this should allow the learner to communicate, including communicate with native speakers of the foreign language, implement at a certain level all the main communication functions: regulatory, informational, value-oriented and conventional [Bim, 1989, p. 20].

In educational programs foreign language communicative competence, it is presented as a clearly structured communication model in the aggregate of its interrelated and mutually dependent components (sub-competences): *speech, language, socio-cultural, educational-cognitive* and *compensatory*. **Speech competence** entails the improvement of communication abilities in the four speech activities of speaking, listening, reading, and writing, as well as language skills.— the formation of knowledge of language phenomena of a foreign language and skills of practical use of lexical, grammatical and phonetic means of the language in accordance with the themes and communication situations. **The socio-cultural competence** includes knowledge, skills and abilities related to culture, traditions, and realities foreign country, as well as the ability to represent their country and culture in terms of cross-cultural communication. An important component of foreign language communicative competence is also **compensatory competence**, which consists of developed skills.

In terms of cross-cultural communication, sociocultural competency involves knowledge, abilities, and skills pertaining to the customs, realities, and cultures of other countries, as well as the capacity to represent one's own country and culture. Compensatory competence, which comprises of established skills, is a crucial part of communicative competence in a foreign language.

Since the acquisition of communicative competence in educational conditions is limited due to the insufficient number of training courses for example, the methodology highlights different levels of foreign language proficiency communication competence, correlated with the stages of school education [Bim, Biboletova, Shchepilova, Kopylova, 2009] and the European system of levels of foreign language communicative competence.

The level of foreign language proficiency is defined as a certain degree of development of a person's communicative competence in terms of the effectiveness of the process of interaction with representatives of a different linguistic culture.

As for the planned results in the formation of foreign language communicative competence in the first and second foreign languages, they can be summarized as follows. In primary school, it is important for learners psychologically adapt to the new language world, remove psychological barriers in using a foreign language as a means of communication, develop motivation to master a foreign language, to form elementary communicative competence (speech and language), to develop elementary communicative skills in the main types of speech activity, to form elementary linguistic concepts, general academic skills, and some special skills. The main school solves the problem related to with the expansion of the range of language tools used by learners, speech forms (communication skills) that allow him to continue language education at the senior level. According to the CEFR all learners at this educational stage should achieve pre-threshold level of foreign language communicative competence. In secondary school (10-11 classes), general education in a foreign language is completed at the basic level:

- ✓ mastering the material of general cultural orientation, which is minimally sufficient for the implementation of foreign language communication in the most common situations of social, educational, labor and socio-cultural spheres of communication;
- ✓ reading texts of different styles and genres;
- ✓ referencing and annotating the text.

Graduates must reach the threshold level of development of foreign language communicative competence. In secondary school as part of the aim of the advanced course is to approach the threshold advanced level, which is associated with the use of a wider range of language material for the purpose of foreign language communication in various communicative situations (including professionally-oriented) and further development and improvement of communicative foreign language skills in all types of speech activities, including translation from a foreign language into Russian.

The learner's personality is developed through the educational potential of a foreign language, and the learner has "access" to the so-called core competencies associated to with the introduction of the learner to the value-semantic system of relationships important to contemporary society. This focuses first and foremost on the development of general cultural and ethnic identity as elements of the individual's Uzbek identity. It also focuses on the growth of national identity, the desire for inter-personal understanding, and a tolerant attitude toward the manifestations of other cultures.

Special emphasis is placed on the development of positive value orientations, feelings and emotions, and on the development of creative abilities. Like this thus, the implementation of this goal is associated with the formation of such competencies in the learner that characterize him as a constructive thinking, free, creative and dynamic person who possesses the skills and abilities to learn, helping him not only in the development of school education, but also in continuing their education and future professional activities. This understanding of the goal is consistent with the goals of the new educational standards for general education, which emphasize that school graduates should:

- ✓ be aware of your identity — *civil* (as a citizen of Uzbek society, have civic patriotism), *ethno-cultural* (accept leading values their ethnic culture) and *universal* (to be ready to dialogue and cooperation with different people; mobility, peacefulness);
- ✓ possess universal ways of knowing;

- ✓ have the ability to adapt flexibly to changing life situations, think critically independently, work with information competently, be sociable and work independently.

Completing the review of foreign language learning aims, we emphasize that we are talking about two aims, but they are an integrative whole, determined by the focus on achieving personal results in the field of language education, manifested by the learner in individual and joint activities in the foreign language, at the level of motivation to learn the language and its use as a means of communication and cognition. In other words, modern aim of teaching foreign languages is an educational result in the unity of communicative and key competencies.

Let's move the analysis of another basic category of methodology — **content** of teaching foreign languages.

"...**The content** of teaching should be understood as what to teach to learners, on the basis of which to educate them, to carry out their education and development" [Bim, 1988, p. 58].

From the above mentioned definition the concept of *content* it is clear that this category includes everything that is involved in the teaching activities of the teacher, learners' educational activities, educational material, as well as the process of its assimilation [Theoretical foundations, 1989, p. 79].

The *content* of teaching foreign languages is influenced by such factors as: the level of development of methodological science and related sciences, the approach to learning, the conditions (in a broad sense) of learning, traditions in teaching foreign languages etc. Active nature of learning a foreign language, the complexity and diversity learning objectives the learning object that is associated with the initiation of learners to the linguistic and cultural experience including experience and knowledge in the target language, the experience of creative activity and the experience of emotional and value attitude to a foreign language and culture, the surrounding reality, etc., dictate the need to consider the content of teaching foreign languages as a complex multicomponent subsystem in a complete system of foreign language teaching. The components of this subsystem are hierarchically

dependent on each other, they are combined into four interconnected blocks, namely:

- ✓ language and speech units;
- ✓ topics, problems, subjects of speech;
- ✓ speech actions;
- ✓ feelings and emotions [Bim, 2010, p. 47].

The first block of components is the units of language and speech (from sound

to the complete text). They constitute the so-called material world. It is the language units (*lexical*, *grammatical*, *phonetic* language material) and speech (speech material: *sentence*, *super-phrasal unity*, and *expanded coherent text*)

they are the basis for the formation of learners' foreign language knowledge, skills and abilities to carry out speech communication.

The second block is the ideal aspect of the training content. This block includes everything that a person reads, talks about, listens to and writes. In other words, it is a non-linguistic, subject-content plan of speech, represented primarily by themes and problems.

As for the ***third block***, it consists of speech actions, performed by learners during the implementation of a specific educational, cognitive and communicative task in the process of speaking, reading, listening, writing.

Therefore, this block is a process-activity aspect of the content of training, which assumes formation of learners' speech skills and productive and receptive skills.

Speech action is an action that constitutes an element of speech activity [Shchukin, 2008, p. 276].

And finally, the ***fourth block***. It correlates with motivational it is connected with the emotions and feelings caused in the learner by the interaction of all the above mentioned components.

Recommendation! It should be remembered that you cannot master speech skills (speaking, writing, reading, listening) without mastering the units of language and speech, as well as the subjects of speech!

This explains why educational programs contain the following content of teaching foreign languages is represented by a set of such parameters like:

- ✓ subject matter for speech and an emotional value attitude toward it (axiological orientations);
- ✓ communication skills in the four main speech activities of listening, speaking, reading, and writing;
- ✓ language tools and skills;
- ✓ sociocultural knowledge and skills;
- ✓ general academic skills and specialized (subject) skills.

Let's briefly describe these components. The subject content of speech reflects the typical communication spheres for a certain age of learners (or the sphere of communication activities). *The sphere of communication* is the sphere of practical use of language. For primary and secondary schools, the social, cultural, and educational and labor spheres are allocated, while for the senior (profile course), the professional (business) sphere is also added to this.

Each of the spheres is a set of themes as segments of reality, reflected in the consciousness of a person. Topics make up the subject matter of oral and written speech, i.e. what is being discussed a person speaks, writes, listens, and reads. They are presented in the category "Subject content of speech" of educational programs in a generalized form ("*Me and my family*", "*My school*" (primary school), "*Free time*", "*Choice of profession*" (primary school), "*City and rural life*", "*Communication*" (high school), etc.), at that time as in textbooks and directly in the educational process the wording the theme should be operational, i.e. convenient for its deployment and clearly defining the direction of thought and, accordingly, speech. It is sufficient to compare, for example, the following topics: "T*heater*" and "*What does modern theater mean*?" or "Academic subjects" and "*Teach only what do you like?*"

As for the communication situation, it is defined as "a set of speech and non-speech conditions" (A.A. Leontiev), in which there is an oral or written communication and the structural components of which include:

- ✓ participants of communication (WHO? TO WHOM?), their social characteristics and personal characteristics;
- ✓ place and time of communication (WHERE? WHEN?);
- ✓ objects (animate and inanimate) surrounding
- ✓ speaking (listening, reading, writing) (under WHAT CIRCUMSTANCES?);
- ✓ purpose of communication (WHY?);
- ✓ subject content (about WHAT?);
- ✓ attitude to partners in communication, subject of speech, situation (HOW?).

The situation of communication is a complex, complex phenomenon, in which human speech activity and other types of activity (cognitive, labor, game, etc.) are intertwined.

In a speech situation within a specific sphere, the following is generated:

- ✓ (spoken and written) or perceived (audibly or visually),
- ✓ a text that is a coherent sequence of spoken words and written statements and containing the necessary information for transmission, organized into a semantic and structural unity a specific language level.

The text is the most important means of information interaction of communication partners, has a socio-psychological impact on communicating in the process this interaction, act as a means of forming, reflection, storage of knowledge about the world, about a person, etc.

Currently, *authentic texts* occupy a special place in the subject matter. These are texts that native speakers produce for native speakers, i.e. the original texts themselves, created for real conditions, not for a training situation. The authentic text can be adapted by shortening or compilations, but without compromising authenticity. At the same time in the educational process today, various types of texts (excerpts from fiction, epistolary, pragmatic, etc.). The main thing is that they

are valuable in terms of learning and under the reflected the features of the culture of the country of the foreign language.

Recommendation! Subject content of foreign language teaching (areas, topics, problems, situations, texts) must:

- correspond the real interests and opportunities of learners, their needs;
- be personally significant to them;
- create conditions for speech, creative activity and independence of learners.

The next component of the content of foreign language teaching is *communication skills*, i.e. the ability of a person to consciously perform a speech action in terms of solving communication problems not only in the usual conditions, but also in changing ones. Among communication skills include skills in the following areas:

- speaking in monological form and in the form of a dialogue;
- listening in direct communication with the interlocutor (s), as well as in indirect communication (when listening to authentic audio texts of various genres and styles);
- reading texts of different genres and styles is adequate to its goals;
- written speech (to transmit information in writing that is adequate to the goals and objectives of communication).

These skills are complex speech aspects that are based on the *knowledge* and *skills* that make up the following components of content of teaching foreign languages.

The category of *knowledge* in relation to the process of teaching foreign languages includes:

- knowledge of the language (phonetic, lexical, grammatical) material and rules of operation of this material in oral and written speech;
- knowledge of the form, function, and meaning of a language phenomenon studied in specific educational settings;

- knowledge of other information necessary for the correct use of these linguistic phenomena (for example, country studies, linguo-country studies, etc.).

As for speech (pronouncing, lexical, grammatical) skills, they are like an automated component consciously performed speech activity, ensure the correct use of a language phenomenon or form in speech. Speech skills are an important prerequisite for the development of communication skills like: (*speech*) skills and part of the latter, entering as elements in their composition. These are, for example, vocabulary skills (*lexical skills*), grammatical phenomena (*grammatical skills*), writing techniques (*spelling skills*), and pronouncing skills. These skills are based on speech actions design (*actions of pronunciation, intonation, lexical and grammatical design in accordance with the norms of the language*) and operations with language phenomena (mental actions on the choice, comparison of words and grammatical forms, making a whole from parts, combining, decision-making, construction, and variation by analogy). For example, a pronouncing skill is based on actions such as:

- distinguishing and reproducing phonemes and intonations of the subject language;
- perception and connection of a sequence of strangers sounds;
- dividing the sound stream into meaningful structural units, consisting of phonological elements;
- understanding and proficiency in the processes of sound perception of the foreign language [CEFR, 2003, p. 41].

In turn, the lexical skills include the skills of using bilingual dictionaries, the skills of implementing the component composition of a lexical unit, recognizing and correctly sociocultural use in their own speech country studies marked lexical units, etc. Solidly formed speech skills provide learners with the ability to correctly build your own written and oral foreign language utterances and understand the utterances of other people, including native speakers the foreign language.

It is not enough to know the words, their meanings, pronounce or write correctly they can be changed grammatically. It is important to learn how to combine them with each other and with other words to express your thoughts in oral and written speech, for understanding thoughts formulated by other people.

Knowledge and skills are formed in parallel and interconnected in the process performing oral and written exercises.

The next component of the teaching content presented in the foreign language program, we can call *socio-cultural*, since it implies the mastery of learners' socio-cultural knowledge and skills. To apply knowledge of the sociocultural realities of the country of studied language and traditions of the country of the target language, the characteristics of the lifestyle of the people carrier of the target language, life, history, culture, and knowledge background, connotative and non-equivalent vocabulary, expressing culture the country of the target language actually in the semantics of language units etc.

Special attention is paid to familiarizing learners with various aspects of the life of their foreign peers. Socio-cultural skills include the ability of learners to recognize the norms of speech etiquette adopted in the country of the foreign language, as well as the ability to build your speech behavior with these norms in mind. In addition, a special place is given to the ability to represent your country and culture in a foreign language in situations of cross-cultural communication. Like this, the assimilation of socio-cultural knowledge and skills should teach learners can perceive and understand the phenomena of another culture in their comparison with their own, original culture, which in the end contributes to a better perception and reflection of their own values and social relationships.

And, finally, the last component — *general* and *special (subject)* skills. The first group of skills — general academic - is divided into skills related to intellectual processes (for example, the ability to observe a language phenomenon, compare and compare it with the phenomenon in the native language; the ability to implement search for information, compare it, compare it, classify it, group and systematize), as well as skills related to the organization of educational activities

(for example, the ability to work in different modes — individually, in pairs, in a group, interacting communicate with each other, use reference literature; control their actions and objectively evaluate them). Name of the second group skills — special, or subject, learning skills-says the fact that in this case we are talking about those skills that are specific to a foreign language as a subject of study. This, for example, the ability to use bilingual dictionaries, interpret language tools, and use a variety of techniques for revealing the meaning of a word using word-forming elements, synonyms, antonyms, context, as well as the ability to make associograms, make selective translations, etc.

A special group of skills consists of the so-called *compensatory skills*, i.e. the ability to generate a foreign language speech utterance orally or in writing, or to understand it by ear and when reading limited language capabilities, with imperfect command of a foreign language. In this case, it is possible to compensate for the limited language capabilities by, for example, contacting for help to your communication partner or other reference materials, use of linguistic and contextual guesswork, various types of hints in the text (*keywords, text structure, preliminary information, etc.*), support on facial expressions and gestures, etc.

Socio-cultural knowledge and skills, general educational and special skills they are acquired by learners in the process of forming speech and communication skills.

In the content of foreign language training, as noted above, *the emotional activity* of learners caused by the subject and the process of assimilation of this content is also included. This activity is associated with a positive attitude of the learner to all the content components and to the process of their assimilation.

The proposed procedural and substantive components should to encourage learners to work with them, to arouse interest in learning in general and in a foreign language in particular.

All components of the foreign language teaching content are subject to selection. Thus, language and speech units are selected based on the subject-content plan of speech, i.e., taking into account their thematic and situational

relatedness. The selection results in a lexical, phonetic, grammatical (the minimum amount of language material sufficient for communication and skills of its practical use) and thematic minimums that are reflected in the programs on the subject. Here you can also find skills of all categories that as well as the language material, they are specified for each educational stage: primary, basic, and senior.

The selection of foreign language teaching content is carried out in accordance with the following **requirements:**

- ability and compliance with the age of learners, their interests and needs, taking into account their real communication needs;
- authenticity, the ability to form a complete picture of the world for learners, to introduce them to the cultural heritage as your country and the country of the language you are learning;
- appeal to the positive feelings and emotions of school children, their personal experience, value-semantic relations;
- focus on the formation of learners' critical thinking, independence, personal self-identification, reflection.

When organizing the educational process, it is useful for the teacher to follow these **recommendations**:

- analyze the components of the content of teaching a foreign language in the state educational standard (SES), paying attention to the subject, illustrations and their purpose.
- the knowledge, skills and abilities that learners should master, doing this state educational standard (SES), exercises and their target orientation;
- constantly update the subject-content plan of speech, updating it with additional materials, reading texts and listening, illustrative material, etc., providing for this is a problematic submission of information;
- carefully evaluate and actively use the educational, educational, and developmental potential of the teaching content presented in foreign language textbooks.

3.3. Principles of teaching foreign languages

The basic orientation, organization, content, delivery methods, and outcomes of teaching foreign languages are determined by **the principles** of teaching.

The essential concepts that guide the development of teaching foreign languages and each of its component parts are **the principles of teaching foreign languages**.

There are a few general didactic and methodological ideas that have historically been used in the approach of teaching foreign languages.

General didactic principles, i.e. the principles that formulates didactics and that determine the nature of language learning, they are subjected to a certain transformation in the methodology, due to the specifics of a foreign language as an educational subject. As for the methodological principles, they are only relevant for methods of teaching foreign languages that take into account the specifics of how the object of learning-the language, and the process of its assimilation in educational conditions in isolation from the country of the foreign language. Outset that in the methodology there is no uniform classification guidelines. Authors, when justifying certain approaches and methods, they usually offer their own set of principles. So next will be considered the most frequently found in the methodological literature, the main focus will be on the conditions under which these principles can be successfully implemented.

General didactic principles include the principles of educative and developmental learning, *activity*, *awareness*, *visibility*, *accessibility* and *individualization*.

The principle of **educating** and **developing** learning means that the educational process is directed at the learner's personality, his real needs, interests and motives, and the development of his abilities and competencies. Thus, this principle forces us to consider the learner not as an object of pedagogical influence, and as a subject of the educational process in a foreign language. Let's

formulate some recommendations that will help the teacher implement in practice, this principle:

- develop learner's communication skills, listening and listening skills, establishing contact with others, and maintaining a conversation; instill a culture of speech behavior in them!
- expand the general and linguistic horizons of the learner, form culture of intellectual work, teach to work rationally with different sources of information!
- stimulate the learner's ability to think freely and creatively, and to use language as a medium freely and creatively knowledge and communication!
- Organize the communication and interaction between learners, create favorable conditions for each of them to be the main action. Being a person in the learning process, felt comfortable and together with the teacher and classmates created a lesson!
- be tolerant of learners and their mistakes, be able to empathize with their failures and admire their success!

The principle of activity means the development of intellectual, emotional and speech-thinking activity of schoolchildren during the solutions using the language of learning (communication) tasks that have personal significance for each of them, causing positive experiences and the need to participate in speech communication.

Let's formulate the main recommendations that should be followed by the teacher.

- increase the amount of active time for each learner by using different work modes and reducing their own speech activity in the lesson!
- activate each learner's intellectual abilities, knowledge, speech experience, and emotions by engaging learning content that is relevant to the interests and learner's needs, their age-related abilities, as well as learning techniques that stimulate their creative and cognitive activity!

- create a comfortable, psychologically favorable atmosphere in the lesson, develop partnership, "*dialogic*" relationships between learners and with learners, maintain positive group dynamics through paired and group forms of work, collaborative creative tasks in a foreign language and projects!

The principle of consciousness means that learners are aware of the material being studied (*facts, language phenomena and patterns etc*.) and their conscious assimilation, as well as the functions of a specific language phenomenon in speech communication and the actions and operations performed with the language material to solve a communicative problem [Mirolyubov, 2010, p. 50]. The application of this concept also calls for learners to be aware of the local culture, grasp the studied phenomena (linguistic units and actions), and generate and perceive speech utterances with regard to the researched phenomena.

From here, you can formulate the following **recommendations** for the teacher.

- provide understanding of language material and actions with it by all possible means, correlating them with the general communicative the direction of training. Avoid verbose explanations (especially in your native language) and translations where they are not necessary!
- stimulate from the first steps of foreign language teaching, teach learners to learn, form their techniques and skills of independent work on language, ability to use the reference material provided in the form of tables, diagrams, rules, etc.!
- develop learners' ability to exercise self-observation and self-esteem within the limits available to them!
- remember that learning a foreign language is a creative process, rather than "*programmed behavior*", avoid excessive imitation and mechanical repetition!

Visual principle is designed to provide learners with a sensory perception of the material, its correct understanding and understanding, support in the use of assailable material, better memory and active use. The use of visual (visual), auditory (auditory) and language (context) visibility, especially in the absence of a

language environment, allows you to use different channels of perception of information by the learner, to facilitate the learning process, to improve its quality.

The main thing is that the teacher follows the following **recommendations**.

- use as much visual clarity, audio and video recordings as possible in the lessons, and introduce multimedia technology into the educational process!
- create a fund of visual materials, especially authentic ones, involving learners and their parents!

Using ***the principle of accessibility*** in many educational institutions it means "*going from easy to hard*". This concerns and a foreign language, but it also has its own specifics: it is used for selecting topics, situations, texts, and technologies for working with them, which should be available to learners of a certain age both in terms of language and cultural data [Mirolyubov, 2010, p. 50].

Recommendations that can be derived for the teacher from this principle.

- make sure that the content of the training does not exceed the capabilities of your learners!
- when selecting methods of work, exercises, take into account the features and capabilities of the study group, make up tasks taking into account the level of language and general teaching process for the learners!
- take into account the availability and affordability of tasks when determining the scope and nature of homework, prepare learners for its implementation at home throughout the lesson, provide for the presence of homework in the classroom if the task is difficult for learners, clearly explain to learners what is expected from the homework and what is required for it execution!

Compliance with **the principle of individualization** or **taking into account individual abilities of each learner** (*individual approach*) means consistent consideration of the individual (*personal*) characteristics of the learner, his/her mental orientation (*introvert-extrovert, emotional-dispassionate*), areas of life and educational interests. Therefore, the main recommendations for teachers are as follows.

- analyze each learner ability, find out their features and capabilities, interests and hobbies, class status; consider these features when preparing for the lesson, selecting material and tasks!
- differentiate the nature of educational material, tasks, supports depending on the characteristics of learners!
- take into account individual characteristics when organizing paired (dialog), group and collective work!

As for *the methodological principles*, the methodology, as already noted, does not have a single classification. Taking into account the existence of different approaches to teaching foreign languages, it is possible to distinguish within each of them its own specific principles. For example, ***the communicative approach*** is characterized by the following principles: personal-oriented orientation of teaching, consciousness, communicative orientation of learning (the principle of communication), reliance on the native language, interconnected and parallel training of different types of speech activity at the differentiated approach to each of them, etc.

The competence approach is founded on the guiding principles of orientation on the development of disciplinary and interdisciplinary (interdisciplinary) competencies, relying on individual communication, professional experience, and life experience of the learner, accompanied by genuine and productive (cognitive, creative, research) activities of learning with foreign language and foreign language with access to real socio-cultural context (not simulated communication and real communication), etc.

Using such ideas as authenticity, dialogic (conversation of educational process themes), interactivity, and structuring training within the context of "dialogue of cultures," among others, the ***intercultural approach*** is put into practice.

In terms of the ***axiological approach***, the following principles are pertinent to it: the choice of training material based on its effect on the emotional and sensory sphere of learners; the orientation of the educational process to the formation of the learner a stable system of value orientations; the activation of productive activities

of learners in a foreign language; the activation of forms of self-assessment, self-reflection, and self-education in order to form the learner's stable system of value orientations.

As you can see, teaching foreign languages in different approaches is implemented using different principles. However, today they share a common anthropocentric paradigm that requires creation in the educational process:

- situations where different forms of social interaction are present interaction of participants in this process;
- conditions that allow learners at any age the freedom to express their thinking operations and actions, in using language tools to fulfill personal needs;
- authentic situations of communication in a foreign language, stimulating:
- high personal motivation of learners in oral and written communication,
- their interest in this communication, using language as a means of learning foreign culture and their native language,
- analysis and self-assessment of the acquired linguistic and cultural experience (not according to the formula "*bad-good*", but on the principle of "*new, strange, but interesting*").

3.4. Methods, approaches and means of teaching foreign languages

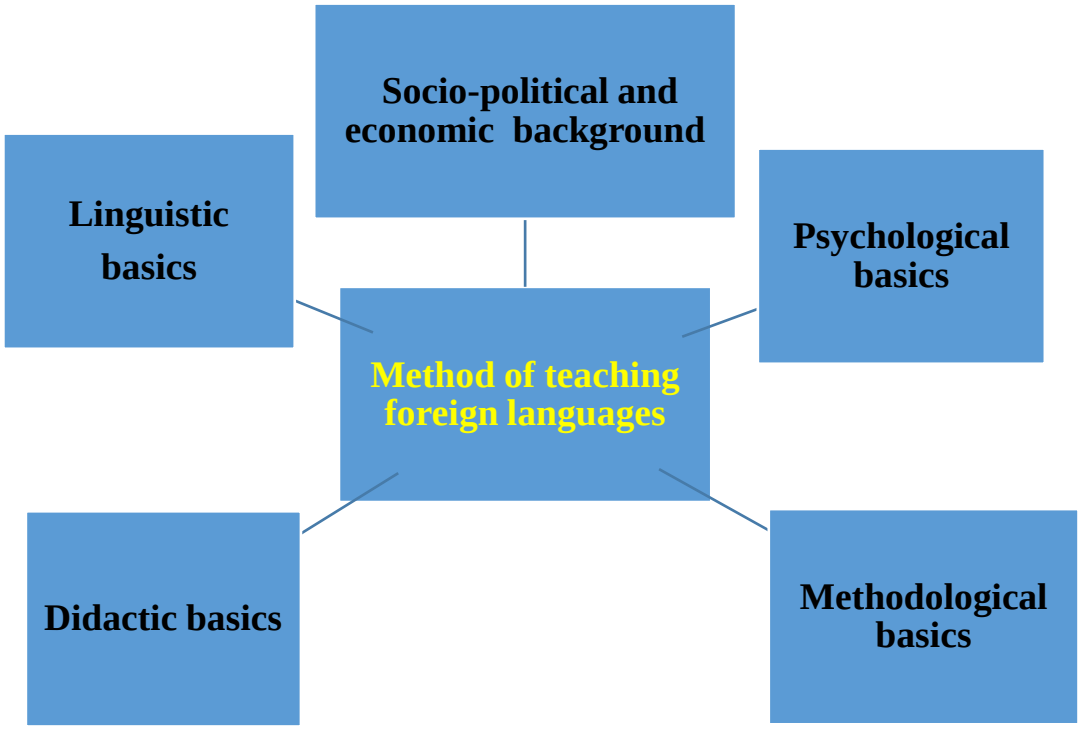
The word "method" has at least two main connotations in the methodology of teaching foreign languages: (1) method as a methodological orientation, and (2) method as a way of teaching foreign languages.

This is the sequence in which the argument will be constructed about this basic methodological category. The method comes from the Greek word *methodos* (literally: path after for someone) - the path of research or knowledge.

Method as a methodological direction, in this case, we are talking about a broad interpretation of the concept of "method": an integral strategic (methodological) direction of teaching foreign languages. In this sense, the method

of teaching foreign languages is "*a direction in learning that implements the goals, tasks and content of language teaching and defining ways and means their achievements*" [Shchukin, 2010, p. 188], characteristic of a certain historical period, or "*type of teaching foreign languages*" and its specific principles [Minyar-Beloruchev, 1996, p. 55]. As A.A. Mirolyubov notes, such an interpretation of the term "method of training" came to Russia from abroad at the beginning of the last century, which was not accidental, since at the beginning of the twentieth century the main methodological ideas came exclusively from the West [Mirolyubov, 2010].

This value has been preserved in the Russian methodology to this day. History of development of foreign language teaching methods as science is presented as the dynamics of the development of various methodological directions (teaching methods) that present different methodological systems to a certain extent (Scheme 3.1).



Scheme 3.1. Basic methods of teaching foreign languages

The scheme shows only the main methodological directions, but even this is enough to get an idea of how methods of teaching foreign languages have evolved

in their broad interpretation. The most ancient method is considered to be the "governess method" (L.V. Shcherba) or the natural method that pursued purely practical goals-to teach the ability to read light text and speak by imitating ready-made speech patterns, usually native speakers. This method has satisfied the needs for a long time society, or rather, its upper layers. With the rise of schools and by gradually introducing a foreign language as a general education subject the first attempts were made to transfer it to them this natural method, however, soon failed and was replaced by the translation method, which reigned supreme here until the middle of the XIX century. And in the future, over the following years, there was a constant struggle between supporters natural (later direct) and translated methods.

It is known that each new method usually assumed that pointed out the shortcomings of the previous one. That is why A.A. Akishina and O.E. Kagan writes that the history of methods is "a ‘war’ of one method, new, with the current, old one. Each method, rejecting the previous one, offers the only correct from its point of view "best" approach to the study and teaching of the language" [Akishina, Kagan, 2010, p. 8]. In this case, we are talking about a change."...extremes even where possible it would seem to say that the subsequent method continues and develops the previous one" [Gez, Frolova, 2008, p. 3]. Replacing each other however, the methods, as their analysis shows, take from their predecessors the most valuable thing is adapting to the requirements of both the extra-linguistic (socio-political and economic) context in which they originate and develop, as well as the methodology itself and related Sciences.

What is typical for the method of teaching foreign languages as A.N. Shchukin notes the following features inherent in all methods without exception:

- first, the presence of a leading idea that gives an idea about the overall strategic orientation of training in the framework of the chosen method (for example, for groups of conscious methods-setting for conscious language acquisition);

- second, focus on achieving a specific goal training (for example, the direct method focuses on language acquisition in oral form, and translation methods - in the development of logical thinking);
- third, the existence of a certain theoretical basis for such scientific fields such as linguistics, pedagogy, and psychology (for example, for direct methods, these are the main ideas of the school of psycho-grammatics and associative psychology, and for the audio-linguistic method - data from the structural-generative grammar and behavior.);
- fourth, independence from the conditions and stage of training, since the method determines the strategy, not the tactics [Shchukin, 2010, p. 189].

At the same time, each method has its own specifics, which are determined primarily by the attitude to grammar and the native language. If the transfer of methods put at the forefront of their concepts teaching grammar as the main means of developing logical thinking and exclusive use of the native language as a tool for explaining and fixing language phenomena, the proponents of direct methods are characterized by abandonment of the native language (only elements of comparison and comparison of languages are allowed when translation), as well as from explicitly expressed grammatical rules (an inductive way of learning grammar when reading the text is suggested).

The methods also deal differently with the question of which types of speech activity should be taught and how the process should be built learning: sequentially (for example, from speaking to reading) or interconnected (all types of speech activity at the same time). For example, for translation methods, the dominant one is teaching writing (reading), while for communication methods, it is the interconnected teaching of four types of speech activity (*speaking, reading, writing, and listening*).

However, it is impossible to disagree with A.A. Mirolyubov, who warns against erroneous attempts to judge the specifics of the method on the basis of a single principle. He writes that the individual methodological principles of different methods may coincide, despite the difference in the methods themselves.

For example, refusal from the native language is characteristic of both direct methods and the method of G. Palmer, and the division of language material into productive and receptive — for mixed methods and for the method of G. Palmer [Mirolyubov, 2010, p. 58]. Moreover, a number of principles are common for many methods, for example, the principle of activity and the principle of visibility (direct, audio-lingual, video-lingual, and communicative methods). Of course, these principles are interpreted and implemented differently in each of them.

The methodology of teaching foreign languages emphasizes the relationship between the concepts of "*methodological approach*" and *"method*" of teaching. The first of them — the methodological approach - is recognized as more a broad concept in relation to the second, since in this case this is a strategy for teaching foreign languages. Different methods can be developed within the same approach (this happens, for example, in the framework of the communicative approach, which is implemented when using the communicative-pragmatic method, the communicative-cognitive method).

So the approach is different greater openness [Mirolyubov, 2010, p. 58]. In turn, the method in the meaning of the methodological direction "*gives an idea of the training tactics that it is advisable to adhere to in accordance with a learning approach*" [Shchukin, 2010, p. 189].

The emergence of a new methodological direction is due to a certain historical context of teaching methods foreign languages, socio-political factors, level scientific knowledge in a certain historical period (Scheme 3.2)

The end of 19th century



Present day

International (foreign) teaching foreign languages methodology	Domestic teaching foreign languages methodology
Translation methods (grammar-translation and textual-translation)	
Direct methods	
Audio-lingual method	Consciously-comparative method Consciously-practical method
Audio-visual method	Conditional communicative method

Communicative method
Intercultural (cross-cultural) approach

Scheme 3.2. Factors that determine the emergence and development training methods

For example, it is known that the rise of the capitalist method production, expansion and establishment of trade, economic, political, scientific and cultural ties, competition for sales markets, for the colonies at the end of the XIX century. stimulated public need in practical knowledge of foreign languages. *Grammar-translation* and *textual-translation* methods that prevailed at that time in the field of foreign language teaching could not meet this need, since they were aimed at the mental development of learners, development of learners through systematic study of grammar, as well as reading and translating original texts in a foreign language.

Therefore, in the new socio-economic conditions, they were replaced by direct methods, which declared as their main goals practical oral language skills and non-primate behavior printed text, frozen grammar rules, isolated word learning and translation, comparison with the native language. Basic ideas of the school of hologramatics in linguistics (the idea of national peculiarities of languages, their differences), the results of research in the field of psychophysiology and speech pathology, gestalt psychology allowed us to put forward new principles of teaching a foreign language, related to the artificial creation of a language environment characterized by for those conditions in which the child learns the native language, and with untranslated presentation of the material in the context of its oral presentation fixing, inductive learning of grammar, learning new things material through imitation and the formation of new forms by analogy, etc.

A significant factor that encourages the emergence of a new method, it is also the level of development of science and technology at different stages social development. So, the introduction of auditive (*records, VCR*) and (audio)-visual (*the film extracts used, video*) technology in everyday life has contributed to, for example, audiolingual and audiovisual methods.

Methodological directions arise in every historical period in response to the needs of society and its citizens to learn foreign languages they reflect a certain level of development of science and technology. Completing a brief analysis of the methods in their broad meaning (methodological directions), it should be noted that in the history of the methodology there are numerous attempts to find the most rational method of teaching foreign languages.

However, in bitter disputes, which method is better when teaching foreign languages, often leaves without attention a number of very significant questions, namely: who to teach, for what purpose, what language, what professional training of the teacher, how many hours are allocated for language learning. Meanwhile, as noted by I.V. Rakhmanov, this is very important when choosing method of training, because "each method under certain conditions has a certain objective value" [Rakhmanov, 1972, p. 3].

It is therefore considered that direct methods are better to use in a small number of monolingual or multilingual groups if the teacher — the carrier of the target language and are not fluent in the native language learners, as well as in cases when the objective is to teach oral proficiency spoken language in a limited subject and when studying the language belongs to the same language group that and native. As for comparative methods, their use will be possible in a monolingual audience, when the teacher knows native language for learners, while the studied and native languages they must belong to different language groups.

Method as a way of teaching foreign languages

The success of teaching foreign languages depends on the correct definition of the aims and content of training, as well as on the ways to achieve and implement them, i.e., on the methods of teaching in the narrow sense of the word.

"The method of training is a way of interconnected and mutually dependent activity of the teacher and learners aimed at the implementation of learning goals" [Pedagogical dictionary, 2008, p. 63].

As you know, teaching methods are used since the appearance of a foreign language in school as a General education discipline. Observing the process of learning in general and teaching foreign languages in particular, didactics paid attention to the huge the variety of external activities of teachers and learners in the classroom.

According to I.Ya. Lerner, these activities were called methods of teaching (demonstration method, oral interview method, method works with the book, etc.) [Lerner, 1982, p. 187]. Since the number of methods varied among different authors, it became necessary to systematize and classify these methods, which became the subject of special consideration in the methodology of teaching foreign languages in the 60s of the last century. To do this, it was necessary to answer the question of what is specific to the method as a method of learning, as a set of teaching techniques. Let’s look at this issue in more detail.

Analysis of special literature shows that any method there is a system of conscious sequential actions of a person that lead to the achievement of the desired result, i.e. the result corresponding to the intended goal. Hence the obvious conclusion is that every method in action presupposes a set goal corresponding to its activity (system of actions), necessary means, process changes in the object, the achieved goal (the result of applying the method) [Lerner, 1982, p. 186]. This also applies to methods of teaching foreign languages. In addition to setting a goal (for what? why?) teach a foreign language or study it, determining what to do and what should be taught, the method of teaching is chosen, or learning a language (*how?*).

The relationship between teachers and students as well as the sets of strategies they use to carry out their activities is another aspect of the training approach. Using instructional strategies that most strongly support the achievement of the goal, the teacher plans the communicative and cognitive activities of students in a foreign language, putting the educational process into action. Because of this, the term "method of training" in the strictest meaning refers to "a set of ways of interrelated activities of teachers and learners aimed at fulfilling the goals of education, parenting, and growth of learners." [Shchukin, 2010, p.185].

In didactics, there are different approaches to classifying methods. For example, the information source emit verbal (e.g., lecture, conversation, explanation), work book (work in textbook, reading, etc.), visual and practical methods and criteria "*peculiarities of cognitive learner's activity*" — explanatory-illustrative, reproductive, method of research, as well as the method of problem presentation.

According to another criterion — "the degree and nature of learners 'participation in the educational process" - teaching methods are divided into active and passive, according to" the way learners work " — oral, written, individual and group methods. Criterion "*activity character of the educational process subject*" serves as a basis to talk about such methods as display, explanation and practice.

It is easy to see that the methods mentioned above do not reflect the modern activity essence of a foreign language as a subject of study. After all, if we understand the method as the interaction of teachers and learners in the educational process, it should be borne in mind that any interaction presupposes the presence of at least two activities, which should be reflected in interacting and correlated teaching methods and teaching methods. Teaching methods are used by the teacher to present the new material, the organization of his learning and the control process for assimilation. In turn, teaching methods are used by learners in the process of communicative, cognitive and practical activities.

The distinction between these methods is conditional; they are, as shown by I.L. Bim, correlate with each other, forming a certain system of purposeful actions that meet a specific learning goal. The teacher organizes the learner's activities on familiarization, training, and practical application of the educational material, and the learner moves from familiarization to comprehension, then to training, and finally to application. This reflects specific stages of the teacher and learner's activity, i.e. to actual communication. Everyone one of the methods is accompanied by a control that includes speech correction and non-verbal actions of the learner and assessment of the quality of their implementation. This led the

scientist to identify 8 methods of interaction teachers and learners focused on the specifics of a foreign language language as an academic discipline. These **methods** include:

1) visual-sensory communication-oriented familiarization;
2) active communication-oriented if possible problem-oriented thinking;
3) communication-oriented training of productive plan;
4) communication-oriented training of the receptive plan;
5) communicative-motivated use of speaking, emails;
6) communicative-motivated application of listening, readings;
7) self-assessment, self-correction when generating speech;
8) self-assessment, self-correction in speech perception [Bim, 1988, pp. 85-86].

The methods and techniques of teaching offered by I.L. Bim correspond to didactic methods, but they reflect the specifics of the educational subject related to teaching foreign language communication. For each of them, the interaction of the teacher and learners is traced. For example, a teacher organizes a set of certain aim-oriented tasks. Learners' actions on visual-sensory communication are oriented to the familiarization with the units of language material and implementation actions, and learners carry out these actions by implementing all the main areas of activity: indicative (the first two methods), executive (methods 3-6), control (methods 7 and 8).

Currently, this classification has been further developed. A. A. Mirolyubov, highly appreciating the presented classification of methods-methods, clarifies and supplements it, offering there are a total of 11 methods. The methods numbered 5 and 6 in the I.L. Bim classification were fairly refined, since the organization of productive communication in oral and written form the form will always be different, as will the communication of the receptive plan.

Instead of these two methods, A. A. Mirolyubov proposed the following:

- method of organizing communication-oriented communication of a productive plan in relation to speaking;

- method of organizing communication-oriented communication of a productive plan in relation to a written statement;
- method of organizing communication-oriented communication of a receptive plan in relation to listening;
- a method of organizing communicative - oriented communication of a receptive plan in relation to reading.

In addition, the *project method*, the synthesizing action plan receptive and productive action plan [A. A. size, 2010, pp. 60-61] that, however, is controversial, since in this case it is more of a technology of teaching foreign languages as a set of methods, techniques and forms training.

Thus, the *method* - is a certain system of purposeful actions specific to the activity of the teacher and for the activity of the learner. These actions form teaching techniques and teaching techniques that make up the or another way of learning. However, from a simple mechanical addition of techniques, the method is not yet obtained. Only mutually conditioned and combined with a single aim technique for communication and consolidation knowledge, formation and improvement of speech skills and abilities form a certain teaching method.

Technique is "*an elementary methodical act aimed at solving a specific task of teaching at a certain stage of practical training classes*" [Teaching methods, 1982, p. 17-18].

A. A. Mirolyubov specifies that "*elementary methodological the act*" should be supplemented with the words" ... the act of learners and teachers" [Mirolyubov, 2010, p. 59]. The validity of this clarification it is determined by the essence of the method-method as a system of teaching techniques and language learning techniques.

A technique is less of an "abstraction" than a method-method. Each action of the teacher aimed at organizing the learner's communicative and cognitive activity and encouraging it to act is a teaching technique (for example, showing an image or object to reveal the meaning of a new word). Each learner's learning activity directed at a specific object (such as text) for a specific purpose (such as reading a

text aloud for the purpose of forming the skills of reading aloud techniques) is reception of the teaching. These techniques include copying, pronouncing, underlining, reading aloud, reading to yourself, substituting, converting, and so on. **The technique** generalizes and types specific actions teacher and learner. For example, a conversion technique can be implemented by replacing a language phenomenon in the text with its equivalent or replacing its form; changing it according to a certain plot parameter read (listened to) text, etc. Learning success in full the measure is determined by the degree of consistency of teaching techniques and teaching techniques.

Technique can be set for each individual part of the educational process. In this case, the same technique, for example, emphasizing a particular language phenomenon, can be used with different methods and at different stages of language learning. Practice shows that the choice of a particular technique is dictated not only by methodological expediency, but also the personality of the teacher, individual psychological characteristics of learners.

Teaching techniques and teaching techniques are implemented in a chain an activity whose links together reflect one or more of the following another method is the way the teacher and learner interact.

The exercise, as a "*structural unit of the methodological organization of educational material used in the educational process*", is "*purposeful, interrelated actions proposed for implementation in order of increasing language and operational difficulties, taking into account the sequence of formation of speech skills and abilities and the nature of actual acts of speech*" [Shchukin, 2008, p. 352].

Each exercise should use the task to motivate learners are ready to perform an action. In the task for the exercise, a specific task (or two tasks) is fixed, which corresponds to the near and far goals of the development of a certain type of speech activity. In addition, it sets a specific speech field an action (or several actions), the conditions for its implementation are determined, and the speech product generated during the performance of a given activity is predicted.

Teaching foreign languages means

In the educational process of a foreign language, however, as in any educational process, the teacher and learners use certain means of labor, which is understood as the means of learning. The types of these means are diverse. These are both objects and models taken for teaching aims, and graphic tools (paintings, diagrams, maps etc.), and technical means (today it is primarily a computer), and other school equipment, and, of course, textbooks and teaching AIDS (including audio-visual materials: phonomaterials, videos), etc. Textbooks and manuals are fixed assets training.

A means of teaching foreign languages is "material means that serve to implement the goals and content of training in practice" [Bim, 1988, p. 95]. The methodology suggests that ***the means of teaching foreign languages*** are also included in the state educational standards [Shchukin, 2010, p. 223] and the program on the subject [Bim, 1988, p. 96; Galskova, 2000, p. 106]. It is difficult to fully accept this point of view for the following reasons.

The standards are intended to create conditions for ensuring the legal framework for the functioning of the education system in the field of foreign languages within the framework of the general educational policy and the unified educational space of the country. These documents have a significant impact on this space, forming to a greater extent, the strategic goals of language education policy in a specific historical period of development of society and the language education system. Knowledge of the concept and content of modern standards allows the teacher to create an educational program an environment that is adequate to modern views on language education and teaching foreign languages, but they do not have a direct impact on the educational process. This also applies to the foreign language program. It is the same as the standards policy is a public document. It sets goals and content learning, it serves as a means of" passing " them to the teacher, managing it activities, as well as the activities of authors of textbooks, manuals" [Bim, 1988, p. 96].

Indeed, by articulating certain requirements for the subject "*foreign language*" and educational results, describing the amount of training content sufficient to achieve these results, contributing to the implementation of innovative ideas combined with traditions in the subject education, the program document contributes to the introduction of goals and content, methods-methods and techniques of teaching in the educational process.

In the methodology, it is customary to group all teaching means according to various criteria:

- ✓ according to the role they play in the learning process, they are distinguished basic (*program, textbook, teacher's book, workbook*), auxiliary (*reading books, grammar books reference books, etc.*), additional (*magazines in a foreign language, Internet sites, etc*.) learning tools;
- ✓ according to the communication channel, which is focused on the learning tool, distinguish auditional (*radio broadcasts, audio recordings*), visual (*paintings, objects, etc.*), audio-visual (*videos, TV shows, multimedia programs, etc.*);
- ✓ according to targeting the recipient to whom the funds are intended training, allows you to allocate funds for the teacher (*book for a teacher, in a certain sense, a textbook, technical means, scientific and methodological literature, etc.*) and means for the learner (*textbook, workbook, technical tools, etc.*);
- ✓ according to the use of technology: technical (*Internet resources, audio, video equipment, etc.*) and non-technical (*traditional printed publications*);
- ✓ according to the terms of their functions: means-subtitles that can replace the teacher (*printed rules, dictionaries, questions to the text etc.*), educational materials that serve as the object of learner's actions, i.e. teaching tools (*texts, pictures, diagrams, tables, etc.*), auxiliary tools that help the teacher perform their professional activities (*classroom blackboard, interactive whiteboard, etc.*), integrated learning tools (*textbook, computer programs, etc.*).

Currently, schools use State educational standard (SES), which are a set of conceptually and content-related learning tools and consist of a textbook, a book for teachers, a workbook, a book for reading (in recent years, it has been published under the same cover as the textbook), CD-ROMs, computer programs. State educational standard (SES) is an open system the main component is always a textbook, the analysis of which will be devoted to a separate section of this benefits. Here we give a brief description of another component — a book for the teacher. It supplements the textbook with exercises and texts, control tasks, linguistic and cultural comments etc. But the most important thing is that it contains a detailed description of the author's system of training laid down in the textbook, as well as thematic plans and methodological interpretations designed to help the teacher can not only understand the specifics of the concept of state educational standard (SES), but also make the process of mastering this concept and putting it into practice is efficient and time-saving. It is safe to say that the book for teachers is not only a practical guide to the activities of teachers, but also a tool for improving their skills, expanding their theoretical horizons and creative opportunities.

Recommendations for working with the book for the teacher.

When starting to work with a new state educational standard (SES), you should first study the methodological recommendations set out in the book for teachers, try to analyze the methodological concept of the author (s), get acquainted with the thematic plan contained in it.

Preparation for the lesson should begin with familiarizing and analyzing the relevant parts of the book for the teacher, correlating them with the actual learning conditions, and only then can you begin to develop the lesson plan (s).

You should approach the author's recommendations creatively, saturate the lessons of their own methodological developments, but do not violate the author's intent.

The teaching activities of the teacher and the activities of learners are managed by means of teaching tools in the process of foreign language learning. However, it is important that they:

- ✓ respond the requirements of state educational standards and take into account the specifics of the educational and developmental potential of a foreign language as the educational subject in solving general problems facing the education system of a certain level;
- ✓ focus on the aims of teaching foreign languages and on the educational results recorded in the programs;
- ✓ implement the content of teaching (both its subject and procedural components), presented in the foreign language program for a specific educational stage;
- ✓ conform to modern didactic and methodological standards concepts;
- ✓ take into account the characteristics of the age of learners, their needs and interests, motivating to learn the language and its practical use as a means of communication.

Methodological tasks

1. Answer the following questions. Explain your answers.

a. What is characteristic of the modern educational paradigm and how are the aims of foreign language education and foreign language teaching interpreted in its framework?

b. How are the modern results of language education formulated and why, on what principles is the modern educational process built (should be built)?

c. The modern process of teaching foreign languages is aimed at to develop not only communicative, but also intercultural competence. What is meant by the latter? How does it relate to communicative competence?

d. What is meant in methodological science by the paradigm and approach, how do these concepts relate to each other?

e. How the ideas about the object of study and teaching changed historically in the field of language education and why?

f. It is known that the purpose of teaching foreign languages is an important socio-pedagogical and methodological category. What is it the socio-pedagogical and methodological essence is revealed this category?

g. How can the main components of the content be described teaching foreign languages in the context of modern educational ideology?

h. How are general didactic principles implemented in the educational process in foreign languages at school?

i. How is the "method of teaching foreign languages" interpreted in methodological science? How can we characterize the modern method teaching foreign languages in its broad and narrow meanings?

2. Select the correct answer and continue with your suggestions.

The strategic aim of modern education in the field of foreign languages is - to create conditions for…

a) formation of the learner's value orientations, motives, personal positions;

b) formation of interpersonal competence of the learner and intercultural communication, knowledge and self-knowledge and improvement of competence;

c) develop their ability to identify themselves, think critically, and work with information in a foreign language; adequately represent your country in cross-cultural situations communication;

d) education of such socially significant qualities and personal properties as tolerance, creativity, openness, sociability, responsibility, mobility, etc. by means of the educational subject.

3. Working in small groups, formulate the aims of teaching foreign languages:

a) in primary school;

b) in the main school;

c) in a non-linguistic university;

d) in a linguistic university of pedagogical profile.

Discuss your options in the group.

SECTION 4

PROFESSIONAL COMPETENCE OF FOREIGN LANGUAGE TEACHER

4.1. Professional competencies of foreign language teachers

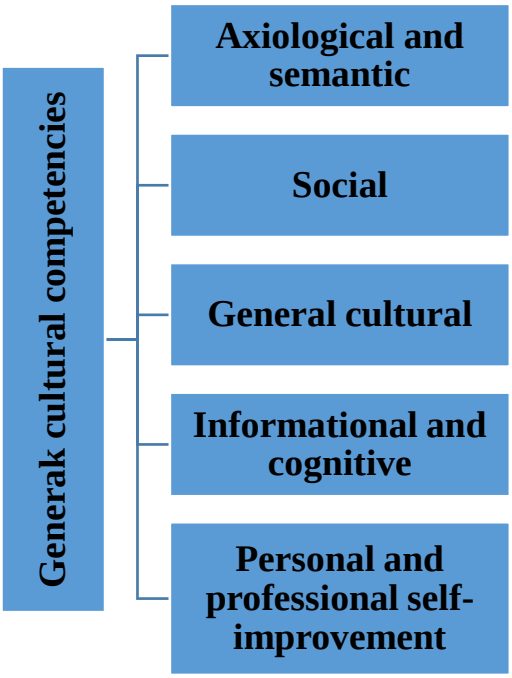
A key condition for quality language education the learner is a high level of professional skill teachers. The task set by the society for education — the formation of an integral, comprehensively developed personality of the learner, — teachers who meet modern personal standards can decide and professional requirements. "*Personality is created by personality*" [Gershunsky, 1998, p. 343]. This means that you can successfully solve the problem - a teacher who is a fully developed person and has a high level of professional competence can perform specific tasks in the process of teaching a foreign language.

Professional competence is a set of activity characteristics necessary for solving professional tasks, and personal qualities that ensure the integrity of the individual, its constant and comprehensive development.

Professional competence of a teacher is defined as "information baggage", psychological neoplasm of a person and includes the set (system) of knowledge, skills and competencies assigned to them in their personal experience.

The terms "*professional competency*" and "*professional competence*" refer to a specialist's capacity to apply newly acquired information and abilities to their line of work in a social and subject-professional context. Requirements to the level of professional preparation of teachers in the field of foreign language is determined by the state educational standard (SES) as a complex of general cultural, general professional and professional competencies.

General cultural competencies determine the value and semantic orientations of a specialist, his readiness for continuous professional and personal development, and understanding of social significance teaching profession. In their content, we can distinguish interrelated and mutually dependent components (scheme 4.1).



Scheme 4.1. Components of general cultural competences

The axiological and semantic reference points of a specialist are the basis for their personal and professional self-determination and self-realization, awareness of their professional role, and choice of targets the organization of its activities. Social aspect of the teacher's professional activity in the field of foreign languages is associated with its readiness to solve professional tasks. So, in particular, E.N. Solovova defines this readiness and ability as a socio-psychological competence, thus emphasizing the importance for a foreign language teacher, first, understanding the significance of their profession and, second, high level of motivation to perform professional activities [Solovova, 2004, p. 91].

The general cultural component is connected with the knowledge and experience of activities in the field of national and universal culture, spiritual and moral foundations of human life and humanity, experience of cultural and universal understanding Mira [Krayevsky, Khutorskoy, 2007, p. 137]. At the same time, General cultural competence implies the teacher's possession of a communicative culture (the communicative component), i.e. the culture of communication, personal and professional interaction with learners, colleagues, parents, possession of socio-cultural and intercultural communication skills that ensure the success of social and professional contacts.

The informational and *cognitive* component of general cultural competences is related to the teacher's ability to effectively information and cognitive activity, the use of methods and means of knowledge in the modern information and educational environment, including electronic resources. This component it allows a modern teacher to achieve the necessary level of education, intellectual and cultural development. In other words, we are talking about the information and cognitive culture of the teacher, which is regarded today as a necessary condition for his personal development and improvement.

And finally, the component of *personal* and *professional self-improvement*. It is associated with the teacher's mastery of ways of self-knowledge, self-regulation and self-support, physical, spiritual and intellectual development, culture of thinking and behavior. This competence, as a key one, determines the opportunities for continuous personal and professional growth of a specialist. As already noted, all components of general cultural competencies are interrelated. Being essentially key social competencies [Krayevsky, Khutorskoy, 2007], they are reflected in the content of General professional and professional competencies.

General professional competencies, as noted in the standard, determine the quality of professional communication, general professional information culture of the teacher and his ability to navigate in the field of related disciplines, associated with the methods of teaching a foreign language. Accordingly, the content of the general professional competence of the teacher it is possible to distinguish requirements to the General scientific level and to the level of language proficiency for the purposes of professional communication, information and research (methodological) culture. So, in general scientific terms, the teacher must have a sufficient professional thesaurus, knowledge in the field of linguistics, general philological disciplines, theory of intercultural communication, pedagogy, psychology, linguodidactics and methods of teaching foreign languages. In addition, it must be able to see inter-subject connections of related disciplines and understand their significance for your professional activity. Ownership is also particularly important the teacher has integrated system concepts in the field of

linguistic and philological knowledge, development of native and foreign languages, native and other culture.

In the field of language teaching a foreign language teacher should have the ability to express their thoughts freely is of particular importance and understand the thoughts of others in the process of professional communication as in both native and foreign languages, be able to carry out intercultural dialogue in the personal and professional spheres.

They should have the ability to express and understand meaningful information in written and oral speech in a foreign and native language, master the main ways to implement various communication goals.

A teacher should know the basics of information and bibliographic culture, the ability to solve a variety of linguistic and linguodidactic tasks, to work with various information carriers, electronic dictionaries and electronic resources, methods of receiving, processing and managing information. Information and bibliographic culture is a necessary component of research activities a linguist-teacher, which he can carry out in various scientific fields related to his professional activity. This includes studying the characteristics of learners, patterns of learning a new language, and innovations in the method of teaching the language and culture, etc. Research (scientific and methodological) activity in the profession of a foreign language teacher creates conditions for implementation of various professional tasks and sustainable professional growth.

Professional competencies, according to the state educational standard (SES), provide successful linguodidactic and methodological activities of a foreign language teacher related to the solution of the following linguodidactic and methodological tasks:

- application practically the existing educational standards and programs;
- use of educational and methodological materials, modern information resources and technologies;
- application of modern techniques, organizational forms and technologies of education, teaching and assessment of the quality of learning outcomes;

- conducting information and search activities aimed at improving professional skills in the field of teaching methods.

Analysis of research results in the field of professional training of foreign language teachers (N.D. Galskova, T.A. Kazaritskaya, G. A. Maksimova, K. S. Makhmuryan, O. E. Lomakina, E.N. Solovova, G.M. Frolova, N.V. Yazykova, D. Newby, M. Wallace, etc.) allows us to distinguish the following professional competencies: psychological and pedagogical, subject linguistic and philological, linguodidactic and methodological, foreign language communicative and professionally-communicative. Let's focus on a brief description of each of them.

Psycho-pedagogical competence is associated with knowledge age teacher and individual learner characteristics and their into account in our practical work, understanding of regularities the flow of the psychological processes of second language acquisition in the educational conditions of educational activity of pupils and formation of motivation. In short, this competence is based on the teacher's possession of psychological and pedagogical knowledge and ways of organizing and implementing the educational process in a foreign language.

Linguistic and philological competence, as its name implies, there is a set of knowledge from linguistic, cultural, literary and country studies areas that give a holistic view of the foreign language and culture, the laws of their development and the relationship in the social and historical contexts, as well as the ability to use them for linguodidactic purposes, for example, in the philological analysis of texts various genres (K.S. Makhmuryan, E.N. Solovova, S.K. Folomkina, N. F. Koryakovtseva).

Didactic competence implies knowledge of the foreign language teacher the basic principles of mastering a foreign language and culture, patterns of development of the ability to foreign language communication at the interpersonal and intercultural levels and possession of the complex interdisciplinary knowledge and practical skills that allow him to simulate the processes learners learning a new language while anticipating difficulties and support for learners and selecting the most effective methods and connections between language and cultural learning.

The purpose of teaching language and culture is directly tied to **methodological competence**, which implies the ability of a teacher to carry out a complete set of actions in the content of teaching activities, to use modern technologies tools and technologies for teaching a foreign language, design and structure the learning process, organize interaction learners, provide them with training and practice in foreign language speech communication, control and assessment of their level of mastery of a foreign language.

Foreign language communicative and professional-communicative competence - actually the ability and readiness to master the language as a means of communication and learning – is key for the professional activity of a foreign language teacher language. This means that the teacher must not only speak a foreign language speech activity in situations of interpersonal and intercultural communication at a high professional level, but also the ability to use this language to create a foreign language communication environment in the educational process, explain new material, adapting your foreign language speech to the language capabilities of learners, to organize their speech practice and interaction in the foreign language. Don't forget and the ability to create training materials and formulate tasks in a foreign language, as well as the ability to carry out pedagogical speech communication for various purposes of the educational process. It should be noted that foreign language communicative competence provides the teacher with the solution of a number of general professional tasks (information and research, professional intercultural communication, etc.).

In conclusion, we emphasize the "matrix dependence" of all the above competencies, since they are all "intertwined": any the competence or its component is related to all the others and implements the rest in one form or another [Makhmuryan, 2008, p. 84].

4.2. The structure of professional activity and professional skills of foreign language teacher

The competence of a foreign language teacher, which was discussed in the previous section, include professionally significant skills that are usually allocated based on the main functions performed by the teacher in the professional sphere, as well as the structure and the content of his professional activity (T.A. Kazaritskaya, Ya.M. Kolker, K.S. Makhmuryan, E.N. Solovova, D. Newby, M. Wallace, etc.).

In the qualification characteristics of a foreign language teacher the following functions of professional activity are distinguished: how: teaching, extracurricular activities (electives, clubs etc.), methodological activities, work with parents, educational and scientific activities related to professional development [Solovova, 2004, p.90]. Let's focus on some of them learn more.

The structure of professional activity is central it is a teaching activity aimed at implementing the function of "teaching a foreign language". It (function) it is based on the following three groups of professionally significant skills: analytical, constructive-planning and professional-communicative.

The first group of analytical skills includes the ability to perform: analysis of legal and educational support of the educational process, observation and analysis of lessons, linguodidactic analysis of language and speech material.

Skills of professional and methodological analysis of legal and educational support of the educational process in a foreign language, i.e. software and methodological materials (state educational standards, exemplary and working programs in a foreign language), educational kits, supplementary teaching materials and test materials, allow the teacher to choose the effective training and evaluation techniques that predict the possibility of their use in specific educational context, to evaluate them from the point of view of modern theory of teaching foreign languages, to specify educational goals and learning objectives represented in the programs, in relation to the actual teaching conditions, to select optimal approaches to the implementation of these tasks.

Professional and methodical observation of experienced teachers' lessons and analysis of these lessons requires the teacher to have the ability to survey:

- methods of work in terms of their effectiveness, logic, consistency of the organization of the educational process and the results achieved;
- the nature of the teacher's interaction with learners, his ability to provide favorable conditions in the classroom for their development of the material, the peculiarity of the teacher's activity and learners;
- the level of motivation and ways to activate foreign language speech activity of learners, etc.

These skills provide additional practical baggage the teacher and, consequently, the development of his analytical and research activities in the professional field. The skills of linguodidactic analysis of language and speech material imply the possession of a complex of interdisciplinary knowledge in the field of linguistics, linguodidactics and related sciences, providing the teacher with understanding and modeling of the process of mastering (learning) a foreign language and culture, forecasting difficulties, conditions and optimal ways of mastering learners foreign language, selection of supports for each of them, selection appropriate materials and optimal methods of interconnected language and culture teaching.

The second group consists of constructively planning skills, which include the ability to plan a system of lessons, develop a scenario for a particular lesson, and design training programs multi-purpose tasks and materials. Thus, this group of skills is associated with the following actions:

- planning the system of lessons within the framework of the calendar-thematic plan for a specific period of training;
- designing the content (scenario) of each individual classes, including its purpose and tasks, the sequence of work, the distribution of materials and tasks by stages of the lesson;
- development of direct training materials and tasks;
- detailed scenario of the lesson and interaction with learners, methods of organizing their joint activities, etc.

These actions implement their skills by involving not only the professional, but also largely creative aspect of teachers as he is when planning their teaching actions, it is important to take into account the specifics educational material, to correlate it with character and personality the study group, the conditions and possibilities of individualization of education, etc.

And finally, ***the third group*** of skills called professional and communicative. These skills, providing implementation various components of the lesson include information and explanatory skills, skills of speech communication and organization of interaction in the system "*teacher-learner*" and "*learner-group*", as well as assessment and correction skills. Together these skills provide speech communication and interaction of the teacher with learners and the study group in the educational process, i.e. the so-called pedagogical speech communication. They are based on interrelated skills listening (to listen and hear the learner) and speaking (to carry out teaching and educational speech activities). A significant role in this is played by the organization of interaction of learners in pairs, small groups, in the general study group. In turn assessment and correction skills are associated with the identification of language and speech errors, assessment and correction of the semantic side of learners' speech.

It should be emphasized that the core of the personal and professional activity of a foreign language teacher as a subject of the educational process is the ability to analyze or professional reflection. Practice shows that the quality of the professional activity of a teacher depends to a large extent on his ability to evaluate various aspects of not only the activities of teachers, but also his own activities, starting with
from preparing and designing a lesson to conducting it and the resulting results.

A separate comment should be made about professional and communicative skills, which can be illustrated by the manner in which a foreign language instructor instructs students as well as the elements of level C1 proficiency in foreign language communicative activity (this level is known as the professional level of proficiency in foreign language communicative activity), while also taking

into account the professional marking of these skills, which include linguistic, sociolinguistic, sociocultural, pragmatic, discursive, and strategic competencies. Here are examples of these skills reflected in the "European language portfolio for philologists" [2003], "European Portfolio for Learner Teachers of Languages" [David Newby, Rebecca Alan, Anne-Brit Fenner and others, 2007], as well as in a number of linguodidactic research carried out by Russian scientists [in particular, I.V. Savon, 2005].

In the field of ***listening*** it can be the following skills:

- ✓ notice in the speaker's oral speech deviations from the literary norm, any inaccuracies, including stylistic ones;
- ✓ identify subtle cross-cultural differences;
- ✓ select and adapt audio texts that meet your interests and communication and cognitive learners' needs;
- ✓ determine the degree of difficulty of audio texts;
- ✓ identify lexical and grammatical features in the foreign language and phonetic difficulties that require special work;
- ✓ perceive learners' speech;
- ✓ follow the sequence of presentation, anticipate the course of thoughts and their verbal design;
- ✓ identify the language units in the learner's speech stream with their subsequent comprehension.

In the field of ***reading***, professional communication skills include:

compare the organization of different functional texts styles in the studied and native languages;

- ✓ identify easily culturally relevant information in the text;
- ✓ highlight the levels of content in the text: subject-factual, emotional, evaluative;
- ✓ find language and structural-compositional elements in the text difficulties;
- ✓ define objects of understanding control in the text depending on different reading goals;

- ✓ select content that is informative and valuable, educationally oriented and linguistically feasible within the framework of the program theme and transform it in educational situations, texts for reading (listening);
- ✓ identify and isolate expressions and phrases from the text that illustrate grammatical rules, the meaning of words, their usage, and complex syntactic models.

In the field of ***dialogic speech***, the teacher must possess the following professional and communicative skills:

- ✓ maintain an arbitrarily long conversation;
- ✓ lead a class discussion on any topic;
- ✓ use spoken language, establish contact: teacher-learner, teacher-class;
- ✓ have an impact on the learners: to convince, to entice, to attract attention;
- ✓ ask a learner, colleague, or lecturer any questions, including clarifying questions using a variety of languages funds;
- ✓ start, support, direct, and complete a discussion of a story, movie, situation, or problem;
- ✓ use expressions that are necessary for conducting classes (give a task, direct attention, stimulate learners' statements, evaluate their actions, etc.);
- ✓ act as an initiative partner and involve learners in various forms of speech communication.

In the field of ***monologue speech***, the following professional and communicative skills are identified:

- ✓ make detailed comments without preparation for any problem;
- ✓ explain what you need to know about a word (pronunciation, spelling, grammatical, semantic, discursive and pragmatic characteristics, associations);
- ✓ provide detailed, theoretically justified explanations;
- ✓ explain to learners culturally significant similarities (if any) and differences in the use of words and linguistic models in the native and target languages;

- ✓ tell a short story that contributes to the creation of a certain atmosphere in the group;
- ✓ paraphrase a complex statement or text, express
- ✓ the same thing in different ways, transform your own speech utterance (simplify, shorten, modify);
- ✓ give short and clear instructions, create an educational and speech situation that motivates communication in a group;
- ✓ present the material in a problem form, stimulating the interest of learners.

In the field of ***writing***, professional communication skills include:

- ✓ writing comments and critical evaluation of a work of art;
- ✓ provide examples that illustrate the subtle cross-cultural differences between words and concepts of the native and the foreign language;
- ✓ correct stylistic and cultural inaccuracies;
- ✓ create a training task, a training text or situation, control and evaluation materials for various purposes;
- ✓ paraphrase, transform text for various purposes;
- ✓ prepare questions for discussion of the read (listened) text, conducting a conversation, evaluating the results of training;
- ✓ correct and edit learner texts and your own texts;
- ✓ write an abstract, report, or article on teaching problems foreign languages, as well as general pedagogical issues.

Concluding the review of the professional competence of a foreign language teacher, we note that it, like any ability, it has certain levels of formation. Indicators of the level are the formation of subject-content, activity and personal characteristics of the teacher, as well as his experience use of subject knowledge and skills in order to solve professional tasks. In turn, the level dynamics of these characteristics and experience is manifested in such qualitative parameters as the degree of independence, the ability to transform, the application of skills in various educational contexts, the range of professional tasks to be solved. Let’s use an

example analytical skills (Table 4.1) the level character of teacher competence proposed for the teacher certification system [Solovova, 2003, p.219].

Category	Level indicators
Teacher	Knows the main parameters of lesson analysis and is able to adequately analyze his own lessons and his/her colleagues. Can evaluate state educational standard (SES) and other teaching materials for their compliance (non-compliance) with specific teaching programs and individual characteristics of learners' group, and also analyze the adequacy of the use of these or other tasks (forms of work), the logic of their location in various situations of educational communication
Teacher with second category	Can correctly, from the methodological viewpoint, analyze their own lessons and lessons of his/her colleagues, not only noting shortcomings and advantages, but also identifying the objective and subjective reasons behind them. When analyzing the lesson, it offers constructive solutions for optimizing the educational process. Can analyze and review educational literature in foreign languages
Teacher with high category	Able to conduct a competent, critical and constructive (self)analysis of foreign language lessons. Demonstrates a high level of professional and pedagogical reflection. Analyzes (reviews) educational and methodical materials on foreign language and teaching methods. Able to select the necessary practical material for updating the content of teaching, taking into account the age and other learners' characteristics

Table 4.1 Level scale for evaluating analytical skills of professional competence

In the theory of teaching foreign languages levels professionalism teachers of foreign languages are in the process of learning at the university, in the course of professional activities, as well as under the influence of all educational and cultural context which is alive and growing teacher. So professional the formation of a teacher goes through the following stages: pre-professional — professional-super-professional — post-professional [Makhmuryan, 2008, p. 89]. These levels are

associated with the step-by-step development of the teacher's professionalism: functional literacy to professional competence and professional culture, which is considered as higher education manifestation of education and competence of a specialist [Makhmuryan, 2008, p. 84].

Consequently, the levels of professionalism are consistently correlated with the stages of professional growth of the teacher: adaptation to the profession — self-actualization in the profession-free proficiency in the profession.

4.3. Personal qualities of a foreign language teacher and its role in the modern educational process

In describing the portrait of a teacher in the pedagogical literature, a whole spectrum (palette) of personal qualities that determine prerequisites for effective cooperation between teachers and learners.

Personal characteristics include:

creative and reflexive abilities that provide effective implementation of professional activities;

- ✓ professional adaptability and mobility;
- ✓ professional self-education;
- ✓ positive, empathic attitude to the learner, the ability to empathize, the ability to intellectual and emotional involvement;
- ✓ motivation and interest in professional activities;
- ✓ activity, independence and sociability;
- ✓ professional and personal autonomy and creativity;
- ✓ ability to constant personal development, etc.

In this palette it is difficult to draw a clear line between the general and personal qualities specific to the activity of a foreign language teacher. It is the relationship of personal (subject) properties and their reflection in professional activity, in special, professional skills provide the skill of the teacher.

Of course, among the professionally significant qualities of a teacher foreign languages should be mentioned first of all love for the learner and the teaching profession. Along with this, the key to the personal characteristic of a modern teacher is understanding personality as a "person of culture", the core of which is the subject properties that determine the measure of its freedom, humanity, spirituality, life-making. A person of culture is a creative person, variably thinking, with a developed sense of the new, the desire to create [Bondarevskaya, 2001, p. 11]. This is a free person, capable of self-determination, decision-making, free choice of their life activities.

Freedom of choice is related to individual autonomy and responsibility for their activities and interaction with other subjects. In turn, the autonomy of a person as a subject of the social environment includes: value autonomy (the need to have your own views and the presence of such); emotional (the need to have their own attachments); behavioral (the need to independently solve personally related issues, the ability to resist life situations that interfere with its self-change, self-realization, self-affirmation) [Chechulin, 1993]. The degree of freedom and autonomy of the individual, including in their professional activities, is as personal as a human culture, as spirituality, understood as a center of personality, making it Autonomous and sovereign, and contributing to its-construction, the knowledge and acceptance of self.

It should be noted that the condition of autonomous and creative personality manifestation is the quality of authenticity (*authentic personality*, according to A. Maslow), which is understood as a sincere and open behavior of a person in relation to himself and others, an unwillingness to hide behind conventional masks and speak before the public others, hiding their aspirations, opinions and beliefs, their individual characteristics. Other qualities of a creative person include: identification with your business as the meaning of life, independence in judgment, an adequate assessment of your strengths and capabilities, initiative and flexibility, the ability to independently set new goals and change them when conditions

change, criticality and a high degree of reflection, receptivity and openness to the new.

We emphasize that a person can only be creatively (freely) an active person. The next personal characteristic that integrates the qualities of an integral personality of a foreign language teacher is identity. It is expressed in the creation of your life and yourself and defines your creative personality. This quality manifests itself only under the condition of spirituality and personal freedom, constant knowledge of yourself and the world around you. And, as you know, knowledge (teaching) it acts as an imperative of a creative original personality capable of constant development. In this regard, it is necessary recall the catch phrase of K. D. Ushinsky: "The **Teacher** lives as long as he/she learning, when it stops learning, the teacher dies in it."

The basis of knowledge, teaching, and personal development is the ability to reflect and define meaning. Because of this, as noted above, one of the most important qualities of a competent foreign language teacher is the ability to professional pedagogical reflection (I.A. Zimnaya, Yu.N. Kulyutkin, I.V. Mushtavinskaya, K. S. Makhmuryan, E. N. Solovova, M. Wallace, etc.). This quality allows a foreign language teacher, on the one hand, to understand and realize yourself, your personal and professional potential, critically analyze the ways and results of their activities. On the other hand, professional reflection gives the teacher the ability to understand how it is perceived by learners and colleagues-partners in interaction, since this is the process of reflection "through the eyes of another person". Should be taken into account also, that a necessary condition and means of personal and professional development of the teacher is constant reflection not only their professional activities, but also their experience colleagues, which allows them to accumulate effective professional experience and realize their creative potential in their professional activities.

Modern stage of development of education, information and educational environment that provides a wide range of educational programs means and various conditions for learning a foreign language, including distance learning does

not in any way reduce the role of a foreign language teacher as a subject of the educational process, but it highlights new aspects of its activities. What is this novelty? *First*, the role of a foreign language teacher in modern Uzbekistan and the educational environment are determined by the essence of personality-oriented education and its focus on development personality as the absolute value of education. However, today the logic of influencing a learner in the educational process in a foreign language is changing: from the concepts of "formation" and "management" to "creating conditions for personal development", "support, helping a learner." The teacher is the creator of the development situation, and the main mechanism of influence on the learner in the development situation is the influence on his personal sphere through the personally significant content of educational activities, which should represent a personal meaning for him. *Second*, in modern conditions, the role of the teacher is increasing in the organization of educational and cognitive activities of learners, helping them to master the ways of teaching — learning the language and culture. At the same time the teacher must teach the learner independently to learn, to help the learner master effective ways to penetrate a new language and get acquainted with a new culture, to form educational and cognitive competence in this field as a condition continuing language education. This ability is it is also a condition for the formation of the learner's autonomy as a subject of educational activity. *Third*, the specifics of the subject "foreign language", which it is mastered as communication and through communication, gives the teacher the role of the organizer of foreign language communication and interaction of learners in the group. For foreign researchers this role is called classroom manager. In this interaction, "the learner is considered as an equal partner in communication, a colleague in joint search knowledge. The teacher engages learners in decision-making, takes into account their opinions, encourages independent judgment, < ... > takes into account personal qualities of learners. Methods of influence are inducement to action, advice, request" [Zimnaya, 2000, p. 282]. *Fourth*, in the system of new subject-subject relations the role of a foreign language teacher is to become partner in joint activities of the

teaching, to help each learner master the skills to independently acquire knowledge, skills and the necessary experience, organize co-creation and cooperation all subjects of the educational process. The role of the teacher is as follows "assistant" does not remove the concept of "guidance" of the learner's educational activity, which "dissolves in live communication" (Krajevsky, Khutorskoy, 2007, p. 227).

Thus, a foreign language teacher creates a situation development in the classroom and live it together with learners. Using the entire arsenal of professional skills and competencies, he/she provides a situation of foreign language communication and interaction of learners in a group, provides support for the learner's educational activities and the development of ways to learn the language and culture, teaches the learner to learn, provides conditions for its self-realization and sustainable development personal development.

Methodological tasks

1. Express your point of view on the following questions. Explain your statements.

a. Based on the analysis of the activities of your "favorite" foreign language teacher, reveal and illustrate the main professional skills and justify the level of their professional activity competencies.

b. Do you consider professional and communication skills to be key in the activity of a foreign language teacher? Justify your point of view. What skills do you prioritize in your self-assessment checklist? How could you add to the suggested list?

c. How would you define the concept of "teacher"? What, in your opinion, is the specific skill of a foreign language teacher?

2. Working in pairs, define the following concepts by finishing the following sentences:

a. Professional competence of a foreign language teacher is...

b. Professional competence is defined as...

B. General cultural competencies include...

d. The general professional competence required for a foreign language teacher is…

3. Group the main professional skills of a foreign language teacher by his/her type of professional activity. Present your results to the group.

PART 2

TEACHING FOREIGN LANGUAGE SPEECH ACTIVITIES

SECTION 5

TEACHING LANGUAGE MEANS OF COMMUNICATION

5.1. Teaching phonetic aspect of foreign language speech. Characteristics of phonetic skills and features of their formation

As you know, in the context of a communicative approach to teaching foreign languages in a foreign language learner's oral speech some pronunciation inaccuracies are allowed (the approximation principle applies). The main thing is an effective solution to a communication problem. And if the allowed phonetic errors do not prevent this and the speaker's pronunciation is clear first of all to the native speaker of the foreign language, they can be ignored to a certain extent.

"**The principle of approximation** (from lat. *approximare*-approach) – private the principle of teaching foreign languages. The essence of the approximation principle is that the teacher, evaluating the speech activity of learners, ignores corrects errors in language and speech that do not violate the communicative act of speech, do not interfere with obtaining the desired information" [Azimov, Shchukin, 1999, p.239].

However, such a tolerant attitude to errors in pronunciation does not imply that teaching the phonetic aspect of foreign language speech in foreign language lessons should not be given attention. Correct pronunciation and adequate understanding of speech messages are based on phonetic skills that need a lot of automation. It is impossible not to take into account that learning pronunciation involves all analyzers: recidivating, which is assigned the executive function, auditory, performing the Supervisory function, and, finally, visual, which is also involved in the control and the function of a certain support. Thus, auditory skills are based on strong connections with the visual analyzer [Galskova, Gez, 2004, p. 267].

In the teaching foreign languages methodology, phonetic skills are divided into two large groups. *The first group* consists of **rhythmic-intonation skills**, which are associated with the correct use and recognition of intonation patterns in the speaker's speech, expressive and logical stress, pausing. *Second group* — these are **auditory-pronouncing skills**, which in turn are divided into auditory skills, which are responsible for distinguishing between spoken and spoken words phonemes, syntagms and sentences, and pronunciation skills. Possession of the latter is understood as "the ability to perform operations, related to the articulation of individual sounds and their connection into syllables, words, and rhythmic groups" [Shchukin, 2007, p. 248].

In the methodology of teaching foreign languages, phonetic skills are divided into two large groups. *The first group* consists of rhythmic-intonation skills, which are associated with the correct use and recognition of intonation patterns in the speaker's speech, expressive and logical stress, pausing. The *second group* — these are auditory-pronouncing skills, which in turn are divided into auditory skills, which are responsible for distinguishing in sounding speech phonemes, syntagms and sentences, and pronunciation skills. Possession of the latter is understood as "the ability to perform operations, related to the articulation of individual sounds and their connection into syllables, words, and rhythmic groups" [Shchukin, 2007, p. 248].

A rhythmic-intonation skill is the ability to:

- ✓ correctly perceive the rhythm and rhythmic-intonation models of a foreign language by ear;
- ✓ design your speech in terms of the rhythm and intonation inherent in a foreign language.

An auditory-pronouncing skill is the ability to:

- ✓ correctly perceive the sounding model by ear and correctly correlate
- ✓ its value;
- ✓ adequately reproduce the model in accordance with the norms of a foreign language.

The success of forming phonetic skills is influenced by many factors. Among them, first of all, we should mention the individual characteristics of the learner. So, to a large extent, the quality of the phonetic skills formed is determined by how well he has developed speech hearing, which includes phonetic, phonological and intonation varieties [Galskova, Gez, 2004]. Phonetic hearing is responsible for perception and reproduction phonemic hearing allows you to perceive and reproduce meaning-distinguishing phonemes (for example, in English: /f/ - / ɵ/ three-free, /i:/ — / i/ sheep-ship, /tʃ/ — / ʃ/ watch-wash), and intonation is associated with distinguishing polygons speech intonation models and their correlation with the intonation invariant.

Speech hearing is a person's ability to perceive and distinguish everything nuances of sounding speech.

Moreover, it is important to consider the peculiarities of articulation the learner's speech and pronunciation skills in their native language. If we talk about articulatory abilities, we should keep in mind that a learner with a normal level of intellectual development and the absence of serious pathologies may have violations of the anatomical structure of the articulatory apparatus (incorrect structure of the jaws and teeth, Palatine cleft, short bridle of the tongue, etc.), insufficient mobility of the articulation organs (primarily the tongue and lips). Such violations in speech therapy called "dislalia" *("dis" - disorder, violation; "lalia" — speech = speech disorder*). It is not considered a severe disorder and it can be corrected, however, its prevalence has increased sharply, it grew (if in the 50s of the XX century, it was observed in 8-17% of people, then in the 90s. — already about 52.5%) [Paramonova, 2009, p. 49]. Of course, the elimination of such violations in native speech is the responsibility of speech pathologists, but all their manifestations in speech in a foreign language are the responsibility of a foreign language teacher.

Teaching the phonetic side of speech in a non-linguistic environment, exclusively in foreign language lessons, this is a difficult process that requires patience and perseverance from both the teacher and the learners.

The main condition for the success of pronunciation training is the definition of "*zones of positive transfer and interference*" [Galskova, Gez, 2004, p. 274]. As you know, phonetic skills in the native language to the beginning of learning a foreign language from a schoolchild they are already relatively well formed. For this reason, a large positive transference and interference have an impact on the process of mastering a foreign language.

Positive transference occurs when the systems of the native and a foreign language coincide and helps in the development of a foreign language.

Interference — negative transference, which is understood as the effect of the phonetic system of the native language on the foreign language, caused by differences in the phonetic systems of languages.

Transfer helps you master the system of the language you are learning, based on the already formed native language system. For example, in Russian and English sounds are similar / z/ — / z/, /W/ - / ʒ/, /n/ - / n/, accordingly, the development of these sounds does not cause difficulties for learners. The opposite effect has the effect of negative transfer or interference. It manifests itself when the formed phonetic skills of the foreign language affect the perception and reproduction of sounds of this language. Interference can be as follows intra-language, when already studied language phenomena will affect on those phenomena that are still subject to assimilation, and interlanguage, when the system of one language will affect the assimilation of the system of another language. For example, the absence of aspiration when uttering sounds /p, t, k/ is a consequence of interference. Sounds in two languages they can either match completely or partially, or they can be unique to one of the languages. At the same time, of course, the first as a rule, a group of sounds does not cause difficulties for the learner, the third group creates moderate difficulties, but the second group, which includes sounds that partially coincide in languages, is associated with serious difficulties that are often not obvious to learners and they are not recognized as problematic. These sounds include, for example, sounds: /h/, /v — w/, long vowels, sounds /p, t, k / similar to Russian /p, t, K/ (no aspiration), etc.

Aim of developing phonetic skills at different educational stages

The main volume of work on the formation of phonetic skills it falls at the initial stage of training, because during this period, the foundation is laid for the development of oral and written skills in the future. Experienced teachers are well aware that it is easier to form a skill, than to correct what was incorrectly formed earlier. From phonetic inaccuracies, which have not been given due attention in the initial stage, are often not able to get rid of in the future.

Primary school graduates must master adequate pronunciation and hearing discrimination of all sounds and sound combinations of the language. They must be able to observe the following pronunciation rules:

vowel length and brevity (English, German); vowel opening and closing (French); nasalization and non-vocalization of vowels (French); no deafening of voiced consonants at the end of a syllable or word (English, French); deafening of voiced consonants at the end of a syllable or word (German); no reduction of uncharacteristic vowels (French); no softening of consonants before vowels (English, German); pronunciation of diphthongs, connecting ***r*** (there is / there are) (English); stress in a word, phrase; lack of stress on service words (articles, conjunctions, prepositions); dividing sentences into semantic groups; rhythmic-intonation features of narrative, motivational and interrogative (general and special question for German and English) sentences, intonation of enumeration; phonetic coupling (liaison) and binding (enchaînement) (French).

In the school there is further improvement previously formed phonetic skills, namely:

- adequate pronunciation and hearing distinctions of all sounds of a foreign language;
- correct accent in words and phrases;
- compliance with the rhythmic and intonation features of sentences of various communicative types (affirmative, interrogative, negative, imperative);
- correct division of sentences into semantic groups.

High level learners at school (10-11 classes) is a stage of improvement of auditory-pronouncing skills, including in relation to new language material, skills of correct pronunciation; observance of stress and intonation; rhythmic-intonation skills for the design of various types of sentences.

Recommendation! From the first lessons in a foreign language, you should pay attention to learners' attention is not only on the correct pronunciation of individual sounds and words, but also on the rhythmic-intonation design of phrases and sentences.

Approaches to the formation of phonetic skills

In the methodology of teaching foreign languages, there are three approaches to the formation of phonetic skills:

- articulatory;
- acoustic;
- differentiated [Solovova, 2008, p. 70-74].

Articulatory implies the presence of an introductory phonetic course, during which learners work out the pronunciation of each sound individually and in sound combinations, study in detail the work of the articulation organs, learn to pronounce the sound according to its detailed description using the phonetic system exercises in order to achieve the purity of pronounced sounds.

An acoustic approach that involves reproducing foreign language speech by ear by performing a variety of imitative tasks. it is also not intended to achieve the purity of utterance of sounds. A differentiated approach that combines the best of the two previous approaches, and therefore is the most common today, it allows you to achieve relative clarity of spoken sounds by combining imitative exercises, simple explanations.

The reason why the differentiated approach is used in school is the fact that it allows, on the one hand, avoid the use of difficult to understand you can also save time learning, and on the other hand, on the basis of simulation and subsequent processing of audio material, you can achieve a fairly stable and well — formed

skill. Main the task facing the learner is to learn to express your thoughts in a foreign language so that the phonetic design does not interfere with the perception of information and provides sufficient the level of perception of sounding speech of both carriers and non-carriers the foreign foreign language.

Recommendations:

- use audio recordings in every foreign language lesson;
- use adapted recordings and give them back preference for standard pronunciation at the initial stage.

The formation of phonetic skills

In the educational process for the formation of phonetic skills various educational tools can be used: audio applications to foreign language textbooks, authentic audio recordings and other additional audio materials.

An audio application that is part of the modern state educational standard (SES) in a foreign language, it has certain advantages over other materials. It has passed an examination before being included in the educational complex, which means that it meets the requirements program requirements, age level, and language proficiency level training of learners, supports the thematic content of the textbook, meets the pedagogical and aesthetic values. However often such recordings are read by the same announcers, this means that learners get used to their pronunciation as well as to the teacher's pronunciation.

Authentic recordings of spoken speech are recorded announcements at the airport, train station, lectures, natural conversations, etc., i.e. those recordings that were not created specifically for educational purposes process. Their advantage is natural speech, the most specific for the language environment. There are several disadvantages here. First, speech may not be normative from the point of view of lexical- it will be difficult for learners to understand the language, grammar, and phonetic structure. Second, their selection and evaluation from the point of view of in terms of accessibility, affordability, pedagogical and methodological values in the educational process are implemented by the teacher, which requires it requires certain time costs.

In the learning process the teacher often used additional materials, which are part of the teaching materials on which the training in this group is not carried out. The main advantage of such entries will be the element of novelty for learners and the input there is a variety in the lesson. Based on the specifics of the group that is being conducted work, the teacher can select the materials that best meet the learning needs of the group. The disadvantage is again the need for a preliminary assessment by the appropriateness of the use of certain materials.

The system of phonetic exercises

Exercises aimed at the formation and development of phonetic skills can be divided into two large groups:

1) listening exercises;

2) reproductive exercises [Folomkina, 1982, p. 168].

The first group includes exercises aimed at developing auditory skills (active perception and recognition sounds) and rhythmic-intonation skills (active perception

and recognition of intonation patterns). For example:

- listen to the words and mark the ones that were spoken in the list;
- listen to words and write down those that contain a long (short, nasal, etc.) sound;
- remember as many words with a specific sound as possible;
- listen to the words and clap your hands (raise your hand, stand up and so on), when a word with a certain sound is pronounced (diphthong);
- listen and record words by ear;
- listen to sounds (words) and match them as quickly as possible transcription icons written on cards with sounding words;
- determine the speaker’s attitude to the subject by intonation;
- listen to phrases and mark the percussive words;
- listen to phrases, mark pauses;
- listen and mark intonation;

- listen to a small audio text and tell how many question sentences it contains, and so on.

The second group of phonetic exercises involves the reproduction of sounds (formation of pronouncing skills) and reproduction of rhythm and intonation (formation of rhythmic-intonation skills). For example:

- repeat the sound in pause;
- pronounce the sound simultaneously with the speaker (teacher);
- pronounce a combination of sounds;
- pronounce a phrase;
- pronounce a sentence;
- pronounce the sentence in parts, then connecting them into a whole etc.;
- pronounce a sentence with different intonation;
- pronounce words (phrases, sentences) with different emotional coloring.

In the process of working on the phonetic aspect of foreign language speech rhymes and tongue twisters play an important role. They allow you to:

- ✓ "switch" the articulation apparatus from the native language to a foreign language at the beginning of the lesson (phonetic warm-up);
- ✓ remove difficulties in pronouncing or listening, before working with printed or audio text;
- ✓ practice the most complex sounds or their combinations;
- ✓ promote emotional release.

Monitoring the formation of phonetic skills

Most of the tasks that allow you to control the formation of the phonetic aspect of speech, no doubt, have to at the initial stage of training. Since school teaching of a foreign language is not an aspect, but a complex character, and phonetic skills are considered as the basis of speaking and listening skills, monitoring the formation of phonetic skills it is often included in activities aimed at assessing the formation of skills in these areas.

5.2. The development of lexical competence

Basic linguistic and methodological concepts

All words used in a language form its vocabulary composition, or vocabulary. Using the vocabulary of a language is connected with reality and its realization in society. Vocabulary is the subject of the study of the corresponding section of linguistics-lexicology is an important component of the content of teaching foreign languages.

Like any tier of language structure, vocabulary is a system, and the main efforts of lexicologists are aimed at describing this system, in particular, at identifying different classes (categories) of words. Thus, among a large range of lexical units, there are a relatively small but clearly defined group of words is the main vocabulary. It includes the most essential terms in the language and differs from the language's vocabulary in that it serves as the main building block for the creation of new words.

All of the language's vocabulary make up its lexicon, (including neologisms, dialectisms, jargonisms, special terms, etc.).

The main vocabulary fund is the most stable layer of vocabulary, which includes the most important and necessary names of objects and phenomena and processes related to real reality.

In the vocabulary of any language, you can find various layers of vocabulary that are taken into account by methodologists when selecting foreign language vocabulary for educational purposes. The difference between these layers it can be based on different attributes, and words can correspond to them they are classified as follows.

1. **According to the nature of vocabulary use** is divided into *active* and *passive* vocabulary. **Active vocabulary** — these are words that are understood and used in their own speech the overwhelming number of speakers of this language (due to they have a high frequency of use). Base the active dictionary, of course, consists of the main words in vocabulary fund. **A passive vocabulary** — is those words that many (although not all) understand, but few people use in speech

(respectively, such words are not very common). These are, for example, many special technical terms, various expressive expressions, etc. Don’t to think that there is an impenetrable wall between the facts of the active and passive vocabulary; on the contrary, what is in the passive may eventually become an asset, and what is in the cash in the asset-go first to the liability, and then disappear altogether from the language.

2. **According to its origin**, the vocabulary is divided into *native* (Russian, English, German, etc.) and borrowed. In different languages and in different periods of their development the percentage "not your own" words are different. In general, native speakers tend to combine the originality of a foreign language whenever possible language with the norm of the native language.

3. **According to the scope of use**, common vocabulary is contrasted with the vocabulary of geographically limited (*dialectics*), professional (*terms and professions*) and social (*jargon*).

4. **According to the stylistic characteristics**, they share a neutral and stylistically colored vocabulary. Neutral words can be used in any genre and style of speech (orally and in writing, in a speech or telephone conversation, in a newspaper article and in a scientific text, etc.). total words of the main vocabulary. Stylistically marked words are divided into words of "*high*" style (*poetic, rhetorical, pathetic, "academic", specifically, technical, etc.*) and "*low*" style (*colloquial, familiar, vulgar, etc.*).

5. **According to the length of using in the language**, words can be relevant (they have been included in the lexical structure for a long time language and are still actively used at the present time time), outdated and new (*neologisms*). Outdated words are divided into historicisms (they have fallen out of use due to the fact that the objects or phenomena designated by them have disappeared) and archaisms (outdated names of modern objects and phenomena that have been replaced by synonyms from the active list vocabulary).

When teaching vocabulary, the initial concept is **lexical unit**. This can be a word, phrase, or speech cliche.

Lexical units are "*units of language that have an independent lexical meaning and are able to perform the functions of speech units*" [Shchukin, 2008, p. 133].

Each lexical unit has a *form*, *content*, and *ways of combining* it with other components of the language. **The form** is an oral and written shell of the word, **the meaning** expresses its content, conceptual side, and **compatibility** covers means of communication between language units.

The next important concept is **lexical rules**. Among them are the rules of word formation, semantics, word compatibility, and stylistic rules. In school education leading the first three types of lexical rules take their place.

Important concepts include *lexical skill* — the ability to automatically recall a word from long-term memory, a phrase or ready-made phrase and use them in accordance with a communicative task in oral and written speech. Lexical skills are divided into receptive (in listening and reading) and productive (in speaking and writing).

A **lexical skill** is an automated action the choice of a lexical unit is adequate to the idea and its correct combination with other units in productive speech and automated perception and Association with meaning in receptive speech [Azimov, Shchukin, 1999, p. 133].

Another basic concept — *lexical competence* is closely related to lexical skill. In the absence of lexical competence, we are deprived of the possibility of adequate communication. Not having a sufficient vocabulary and not being able to use it practically, a person can't express what they would like to say to the other person, or perhaps understand what was said to him.

"**Lexical competence** means vocabulary knowledge of a language that includes lexical and grammatical elements and the ability to use them use in speech" [CEFR, 2003, p. 106].

Defining the concept of lexical competence, many authors crucial importance is attached to "*the ability to determine the meaning of a word, compare its volume in two languages, identify a specific national characteristic of the culture of the people who speak this language language*" (cf., for example, [Pavlova, 2011]).

With this approach, the formation of a lexical skill as an important component of the lexical competence is primarily reduced to teaching the learner to perform various linguistic operations with the word, such as as a definition of the contextual meaning of a word, knowledge of its compatibility with other words, knowledge of its syntactic behavior

(for example, cases, tenses), the idea of its associative relations, etc. In other words, when forming lexical competence, the emphasis is on the ability to practically use the vocabulary of the language.

However, since the ultimate goal of language acquisition is the ability to communicate, the most important component should be recognized: the knowledge of a sufficiently large number of words. We can own however rich the linguistic information about the word is, it is unlikely we will feel comfortable if we don't know enough words. As I wrote A. B. Vitol: "... *as you can't build a house without a brick, you can't master it language, not having mastered the necessary number of words*" [Vitol, 2000, p. 46].

But what does the word "*enough*" mean? How many words are there in mind? One of the problems of teaching a foreign language is the question of what a dictionary should be-a minimum that allows you to have a conversation on everyday topics or read without dictionary simple texts.

Accordingly, recommendations are formulated regarding the desired volume of the studied vocabulary in order to or another year of study or at the end of a school course. On the other hand, it becomes an urgent task to find a way to quantify the amount of vocabulary that native speakers (depending on age, education, profession, etc.) and, for example, learners, mastering this language as a foreign language.

Vocabulary (lexical) minimum

It is pointless to set your task to learn all or almost all of it vocabulary of the language. Really talk about *the vocabulary (lexical) minimum* — sets of lexical units and phrases that correspond to the learning aims and requirements of the

program. It is clear that the volume of vocabulary (lexical) minimum is significantly inferior to the vocabulary fund in the language structure. Here is a simple example: in one of the most complete dictionaries of the English language, Webster's New International Dictionary about half a million words, and a typical educational dictionary includes no more than 4-5 thousand words.

The vocabulary (lexical) minimum consists of lexical units that must be learned by learners over a certain period of time. The recommended vocabulary (lexical) minimum size is determined based on three main factors:

- o*rganizational* - the number of hours allowed by the program to learn a foreign language;
- *physiological*, it is established that there is a certain the limit of the learner's ability to learn a new lexical material — according to some data, no more than 8-10 words per lesson [Belyaev, 1965]. At the same time, let's not forget that in the conditions of learning in a non-language environment vocabulary acquisition occurs almost exclusively in the classroom;
- *psycholinguistic* — the minimum established by science from the point of view of the possibility of using language as a means of communication.

Anyway solving the issue with the volume of the dictionary (assuming while studying in secondary school learner quite able to learn 4-5 thousand foreign words), specialists in the field of methodology inevitably faced with the equally important task of defining the composition of words, to be included in the generated dictionary at least.

Essence of lexical selection consists in the fact that from an infinite set words and phraseological phrases of a foreign language are selected only those whose assimilation is primarily necessary to achieve the goals of learning. The selection of educational vocabulary can be carried out in different ways-depending on the stage of training, the type educational institutions, etc. But in all cases, you must follow several basic selection principles listed below.

The principle of frequency. The vocabulary primarily includes the most common words in the language. Data about the frequency of words is contained in specialized frequency dictionaries of this language.

Research in statistical linguistics has found that that if you learn only 50 of the most frequent words, then almost any text in this language will be "familiar" on average every second word. However, it is unlikely that this will lead to an adequate understanding of the text, since almost all of these 50 words will represent official

part of speech. But knowledge of 1.5-2 thousand of the most frequent words will allow you to learn up to 70% of the words of any text, which in some cases is quite sufficient to understand the general meaning of the text without reference to the dictionary.

Thematic principle. The selection of the most important concepts, without which it is impossible to communicate for this or that reason subject. The list itself is defined purely pragmatically: accepted take into account, first of all, the requirements of communication in a foreign language the language set out in the relevant curriculum.

The principle of compatibility. The value of a lexical unit is determined, in particular, by its ability to combine with other words. The higher the compatibility of a word, the more communicatively valuable it is. The principle of compatibility is also implemented in such a way that the words they are entered in the course of the course in the order in which they are best related to each other. For example, when teaching English, along with the verb read, "*read*" is given adverbs such as out loud "*out loud*", *"loud*", "*slow*", etc.

The principle of stylistic neutrality. It is recommended to give absolute priority to the neutral layer of the lexical structure of the language. The introduction of various kinds of dialectics, jargon, etc. should be avoided as much as possible, leaving it to the future later stages of learning a foreign language (at best this will be appropriate for professionals and narrow specialists).

The principle of word-formation productivity. Words that are better able to form new words using different prefixes, suffixes, and endings are preferred. Because in general, there are not many word-formation models, and there are certain repeatability in combinations with different lexemes, it is quite realistic to teach learners to independently reveal the meaning of a lexical unit based on the already familiar arsenal of word-forming tools. For example, learners may quickly realize that the suffix –**er/-(or)** in English, for example, *writer*, *translator*, often means the person who performs some action, and therefore easily derive the meaning of the derived words.

In general, as statistics show, in the languages studied at school, derivative words account for up to a third of all significant words. Therefore, the ability to determine their meaning will provide understanding quite a large number of word uses.

Aim and content of teaching lexical aspect of foreign language speech

The main aim of teaching the lexical side of foreign language speech it consists in the formation of learners' lexical competence as a component of language competence. The latter, as we know, is an important component of foreign language communicative competence. The realization of this goal is related to the mastery of learners a certain number of words, stable phrases and cliched phrases, as well as the skills of their use in various types of productive (speaking, writing) and receptive (reading, listening) speech activity.

Taking into account the stated aim, the tasks and content of teaching vocabulary are clarified. Thus, within the framework of receptive speech activity, learners are taught to recognize and isolate lexical units in the speech stream or in the text; distinguish and understand the vocabulary that denotes the objects and objects of everyday life of the country being studied language, speech and label formulas, non-equivalent vocabulary (using reference literature); recognize and understand homonyms, homographs, single-root words, international words, etc. By when teaching speaking and writing learners are taught such lexical the right

choice of words and phrases in accordance with the communicative task of communication; the right combination words in sentences; selection of the necessary lexical and thematic associations; ability to perform periphrasis if necessary and selection of synonyms (antonyms), etc.

To master all these skills and lexical material, school graduates must have a certain set of knowledge: phonetic-for memorizing auditory-motor images of lexical units; in the field of graphics and spelling — for writing words and their recognition in the text; in the field of grammar — for the formation of word forms; in the field of semantics - for the formation of meaningful phrases, etc.

It is also important to develop language guesswork, which is based on the ability to work with context, with word-forming structures the main elements of the word, as well as the support for the native language (most of the languages studied at school, like Russian, belong to the Indo-European family and in some cases have a similar etymology).

Language guess is the ability to reveal the meaning of an unfamiliar word (phrase), based on knowledge in the field of word formation, knowledge of international words, etc.

Working on the lexical aspect of foreign language speech has more general educational significance. Learning a foreign language vocabulary, the learner is faced with a new way of designating concepts known to him from past experience and fixed in his native language. It opens up new ways of dividing the phenomena of the surrounding reality in a foreign language, a new language picture of the world. Familiarization with the new way of designating concepts encourages a more comprehensive and deep understanding of them, including in the course of explicit and implicit comparisons of the studied lexical units with equivalent units of the native language.

Finally, through teaching foreign language vocabulary, we can to some extent we introduce learners to the language and culture of the respective country. "*The semantics of a word is not limited to a single lexical concept; it is largely due to its*

lexical-phraseological compatibility and various sociolinguistic connotations" [Ter-Minasova, 2008, p. 60].

Stages of working on lexical material

Almost every lesson the teacher introduces new words, and learners learn them, learn them so that in the end know them. To know a lexical unit is to have knowledge of a number of related characteristics: the outer "shell" (spelling and pronunciation), semantic meaning (or several meanings in the case of polysemy), compatibility with other words (and possible restrictions on contextual usage), derived forms, possibly synonyms and antonyms, are the closest associations, etc. And to learn how to use or recognize a lexical unit in oral and written foreign language statements, learners must complete a series of appropriate exercises.

In the teaching foreign languages methodology, there are traditionally four stages of work on the formation of lexical skills:

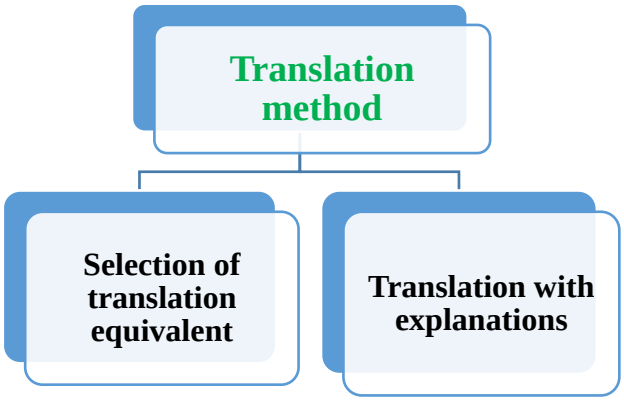
- introduction and semantics of a new word;
- automating the lexical skill;
- organization of the use of lexical skills in oral communication and writing;
- control of the formation of a lexical skill.

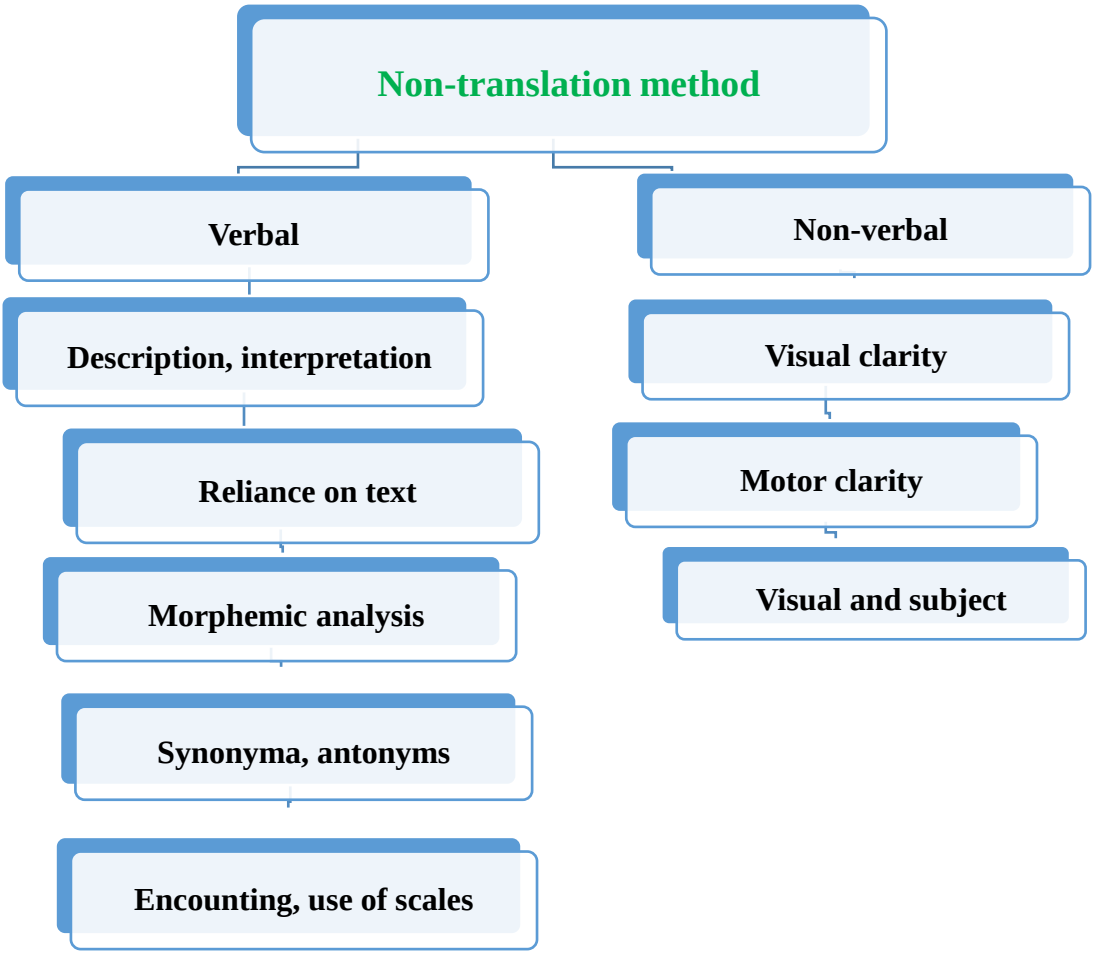
Let's look at these steps in more detail.

Stage 1. Word presentation - includes three operations: presentation of the word, its semantics and primary fixing. During the presentation of the word learners are introduced to its sound and graphic form and if necessary grammatical and structural features. It is important that all types of memory — visual and auditory- are involved in the process of familiarization and motor (the latter, in particular, implies a task for learners write a new word in your dictionaries).

Semantics of a word is the most responsible and difficult part of the process described. There are two types of translation and non-translation semantics (scheme 5.1). Each of them has its own advantages and disadvantages. *The translation method* of semantics is a traditional selection of lexical equivalents in the native language. It is economical in terms of time, universal in application, but

it increases the possibility of cross-language interference. More often in total, the translation is used when introducing abstract nouns and compound words. In some cases, (especially if the volume of words in the two languages does not match), the translation is supplemented with the necessary explanations. *Non-translation methods* develop a guess, they increase the practice in the language, create supports for memorization, strengthen associative connections, but they require more time than translated ones, and do not always ensure the accuracy of understanding. These include, first of all, non-verbal techniques related to motor activity clarity (explaining the meaning of the word with gestures and facial expressions) and visual clarity (presentation of drawings, objects, etc.).





Scheme 5.1. Methods and techniques of semantization of new lexical units

Verbal techniques are very diverse, when the teacher, avoiding calling the word-translation, in one way or another leads the learner to guess what the new word means. For this purpose, traditional interpretations are used (for example: **dumb** = *A person who is mute is considered to be unintelligent*), explanation through synonyms or antonyms known to learners (**enormous** = *very large*) and finally by encouraging learners to take the meaning of a word out of context. The semantization of the context is used mainly in the advanced and final stages of training. In some cases, it is sufficient for learners to understand the meaning of the word - the minimum context is a phrase or sentence (cf. *Man had not* ***eaten*** *in a few days, therefore he was famished.*). In some cases, a larger context is required so that learners can guess the meaning of the word. But in both cases, the learner develops a contextual guess that is important for effective understanding of authentic written and listened texts.

Language guess is the ability to reveal the meaning of an unfamiliar word (phrase), based on knowledge in the field of word formation, knowledge of international words, etc. Contextual guesswork-the ability to reveal meaning of the word by context.

Less popular is the technique of relying on genus-species relations. So, to explain the meaning of the hyperonym **furniture**, it is enough to list several hyponym words known to learners (*sofa, bed, table* - all furniture). Similarly, *car, bicycle, lorry, bus = vehicle* etc.

Sometimes learners are familiar with the original form of the word, but they don't recognize it in its derivative form. In this case, it is enough to conduct a morphemic analysis and explain the meaning of the affix rather than the meaning of the entire word. For example, "*the prefix **un-** gives the word a negative value*".

A very specific technique is to use a scale of values of a particular quality. This scale can be very approximate, for example, the scale of light (italics indicate the words proposed for assimilation): *snow white → white → ash grey → grey → dove → charcoal → black → pitch black*.

It should be borne in mind that in accordance with the provisions of modern methods of teaching foreign languages, new words are introduced not in isolation, but in a reasonably chosen context (situation). For example, when entering a new word buy, the teacher shows the image "*Food store*" and says: "In this shop people **buy** butter and tea", and showing "*Sports goods store*", says: "Here we can buy skates and skis".

In the early stages of learning for better memorization, you can use rhymes and songs that contain new words. You should also use special techniques for memorizing words (for example, rhythmically speaking to a familiar tune) or mnemonic techniques (Russian type. "Every hunter wants know…»). In general, it is desirable that at the initial stage of the primary fixing was a game. At an advanced stage, this work becomes more complex and diverse, since school children already have enough speech experience to understand the meaning of a new word without resorting to visual and subject-specific clarity.

Stage 2. **Automating the lexical skill**. Should have keep in mind that for a solid assimilation of a new word, you need not only to understand its meaning, but also to understand the specifics of its use, as well as - use it repeatedly in similar or changed situations.

Accordingly, the main type of educational work at this stage is a lexical exercise, which is a purposeful and interrelated actions offered to learners in order to increase language and operational difficulties, the goal is to formation of lexical skills.

"**Vocabulary (lexical) exercises** include working on words and phrases. They are aimed at the accumulation and activation of individual language phenomena" [Okova, 1997, p. 4].

Among the various types of lexical exercises used in teaching practice, the following can be distinguished:

- *imitative*: the learner builds their phrases according to the given models (replicas), slightly changing the context, but always using the word being studied;
- *matching*: select the appropriate word from the given list of new words to fill in the gaps in the text, in the captions to drawings, etc.;
- *transformational*: significantly change a given phrase (expand or vice versa collapse it, continue started short story, change the verb pledge, etc.). exercises like "find an extra word", for example, *dark — hot — warm — cold; exhibition — park — gallery — theatre.*

At all stages of training, exercises in word formation (affixation, word structure, conversion) are important; for recognition or identification (find the words being studied in the text, connect them a word with its meaning, group words by a given attribute, search for a word that does not fit into this group, etc.); for the purpose of placing the word on a certain principle or feature (for example, by the degree of increase in feelings: from hatred to love and deification; by the speed of movement: nouns or verbs, etc.), in solving crosswords and rebuses, etc.

Recommendation! Since the assimilation of the material is achieved especially
successfully when relying on all types of sensations, it is correct if oral exercises are combined with written ones.

Stage 3. Final formation of lexical skills. The use of the studied lexical units in oral and written speech. In order to form productive lexical skills in school children, speech exercises are used that provide proper oral and (or) written communication, encouraging learners can build independent statements using their own active dictionary, read or understand rich texts by ear previously studied vocabulary. We are talking about listening exercises, speaking, writing, presented in the relevant sections of this manual. The following tasks are aimed at fixing the passive dictionary identification and differentiation exercises.

Stage 4. Control of assimilation, which is no less important than all previous, and is essential to the process of education. Checking the assimilation of new lexical material can be carried out in many ways — from traditional (verbal dictation, control work, test) to test exercises with a pronounced game element, for example: add from the attached a set of letters for the names of items shown in the picture; check whether the names are given correctly to the pictures; solve a crossword puzzle, and so on.

Here are two examples of a very popular type of matching control tasks. Pay attention note that in these tasks, the "*left*" and "r*ight*" parts it is better to have a different number of options.

Task 1. Match the words with the definitions

	A	diet	**1**	kind
	B	classify	**2**	hurt, damage
	C	bad-looking	**3**	attractive
	D	divorced	**4**	what you think or imagine when you sleep
	E	dream	**5**	not married any more
9	**F**	fat	**6**	to put into groups
	G	generous	**7**	type of food a person eats
	H	rational	**8**	having no friends

	I	injure	**9**	weighing too much
	J	lonely	**10**	sad, angry
	K	mobile	**11**	sympathetic
	L	good-looking		
	M	tablecloth		
	N	upset		

[https://www.lingvolive.com/en-en]

Key: A-7, B-6, D-5, E-4, F-9, G-1, I-2, J-8, L-3, N-10. C, H, K, M and 11 remain without a pair.

Task 2. Match the words with their synonyms or opposites

	Words					**Synonyms and opposites**			
	1	interesting		**7**	tall	**A**	large	**G**	easy
	2	famous		**8**	late	**B**	pretty	**H**	quick
	3	bad		**9**	diffcult	**C**	early	**I**	well-known
A	**4**	big		**10**	fast	**D**	terrible	**J**	nice
	5	wonderful		**11**	expensive	**E**	cheap	**K**	boring
	6	beautiful				**F**	round		

[https://www.lingvolive.com/en-en]

Key: synonyms 2 — I, 3-J, 4-A, 6-B, 10-H; opposites 1-K, 5-D, 8-C, 9-G, 11-E. Without a pair: 7 and F.

Recommendations!

1. Since forgetting new words is most likely to occur in the first days after meeting them, during the first few sessions you should actively consolidate the newly passed vocabulary. In the future forgetting is already unlikely, but an occasional return to the past the material is still useful.
2. Since the assimilation of the material is achieved especially successfully when relying on all types of sensations, it is correct if oral exercises they will be combined with written ones.
3. In order to cause the learner to need to use new words in their oral speech, you must first take care of creating a set of thoughts that would encourage to their expression. In the absence of the need for speaking and perception what the other person says, the learner can only be expected to say "under duress", and not to express their own thoughts.

4. It is necessary to diversify the forms of control by referring to some Internet resources that host dictionary tests, for example, http://a4esl.org;http://www.english-test.net; http://www.easytestmaker.com/default.aspx

Typology of dictionaries

Learning vocabulary is impossible without relying on dictionaries. Most often in the educational process, bilingual dictionaries are used; monolingual explanatory and phraseological dictionaries; dictionaries of synonyms, antonyms, homonyms and idioms; spelling, orthoepic and word-forming dictionaries. Dictionaries can be very useful combinability, thesauri, and terminological and linguistic dictionaries. Etymologists have been created for more specific purposes - Russian, ideographic, dialect, reverse, associative dictionaries, dictionaries of foreign words, dictionaries of neologisms and abbreviations.

However, in addition to this (far from complete) list of linguistic there are also so-called "*working*" dictionaries that are directly used in the process of teaching a foreign language and included in textbooks (usually at the end). Of course, the volume of dictionaries of this type is very small, but they are useful in at least two ways. First, they are essentially make it easier to find the right words (educational dictionaries contain only those words that occur in the texts of this tutorial, and only the desired values of these words are reported). Second, presenting a simplified model of a large explanatory or bilingual dictionary, they gradually teach learners to use the dictionary at all (search for a word in an alphabetical list, structure of the dictionary entry, familiarity with vocabulary marks, etc.). At the middle and senior stage of learning, learners are increasingly faced with lexical material that goes beyond the textbook, and then there is a natural transition to working with large dictionaries.

Another important type of dictionary is the learner's individual working dictionary, or vocabulary. Here is a possible version of the dictionary article in English. the words learn (Table 5.2). Of course, speech in this case, we are talking

about the middle and even the senior stage of training. The arrangement of words in a dictionary should be alphabetical rather than "*chronological*".

Dictionary notion	Translation	Synonyms, antonyms, associations	Phrases	Proverbs and collocations
to learn, v [lə:n]	1) учиться 2) узнавать	to study (syn.) to teach	to learn smth. from smb.	Live and learn
learning, n	учение		to learn well	
learner, n	ученик		to learn badly	
learned, a	ученый (человек)		to learn by heart	

[https://wooordhunt.ru/]

Table 5.2 Example of filling in an individual dictionary in primary and secondary school

Recommendations!

1. Teacher should periodically review individual school dictionaries to eliminate possible errors in them, starting with spelling and ending with incorrect translation.
2. In order that the words in individual dictionaries should be actively used, it should be recommended to learners as they receive some new information related in one way or another to a previously learned word, return to it and supplement learner's individual vocabulary.

Using games in teaching vocabulary

Games have long and firmly occupied a prominent place in teaching the lexical aspect of foreign language speech. They are undoubtedly contributing increase motivation, make the process of mastering lexical units more attractive and interesting for learners. Their purpose-to introduce learners to new words and their combinations; to teach learners in the use of vocabulary in situations where including those close to the natural environment; to activate the speech-thinking activity of learners; to develop speech reaction, language, and contextual

guesswork. The inherent competitive element of the game and the associated desire to win mobilizes the attention of learners and trains their memory. All this contributes to a more solid assimilation of the studied lexical material.

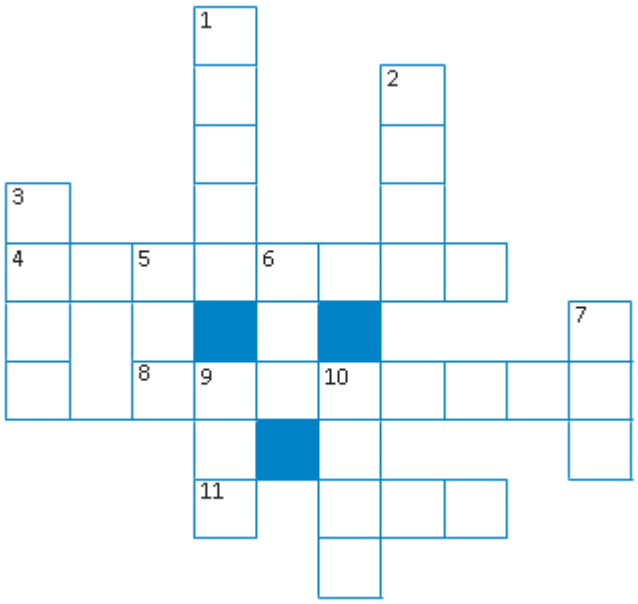
Games can be used at various stages of the lesson: at the beginning-for creating a favorable atmosphere and repeating the lexical material, in the middle — to relieve fatigue, at the end of the lesson, when there are a few minutes before the call and there is no sense to start any more serious exercise.

Of particular interest to learners are games that are based on a conscious violation of the system relations of language with the goal of creating a new meaning in the language (speech) structure that was previously unknown to the listener (reader). Here is an example of such a game in English. Learners are offered a list of "creative" names real British firms and stores and-separately-a list of types of corresponding service (the matching principle mentioned above applies). The answers are as follows: *MOTOR KARE (motor care) = garage, LOOKRITE (look right) = hairdressers, U-drive (you drive) = car hire firm*, etc.

Great practical and educational value are games that allow you to use the same game format, attract the most different lexical material. It is enough to name such games as lotto, dominoes, "s*nowball*" or solution crossword puzzles.

Here is an example of a thematic crossword puzzle.

A N I M A L S



Across:

4. a huge grey animal

8. an Australian animal

11. it is long and dangerous

Down:

1. a farm animal

2. a strong wild animal with a large head

3. the animal traditionally considered Russian

5. a huge horned animal

6. a farm bird

7. a popular pet

9. an animal we ride

10. a farm animal

Crossword words: слон — змея — собака — медведь — крыса — коза — олень — лев — овца — курица — кенгуру — лось — осел.

Anagrams are very popular. Solving them, learners repeat the spelling of the passed words once again. They can also be used for fixing semantics — to this end, the anagrams themselves can be supplemented with "semantic hint":

ABELT (You eat at it) [table]

ACHIR (You sit on it) [chair]

ALMP (You switch it on when it is dark) [lamp]

CEHLOST (You put it on when you go out) [clothes]

CEHIKNT (A room where you cook dinner) [kitchen]

ADEGNR (A place where flowers and vegetables grow) [garden]

A widely used game technique is the "magic square" (word square). An example of a thematic "square" is given below.

[https://www.englishmaven.org/Pages/Crossword%20Puzzles.htm]

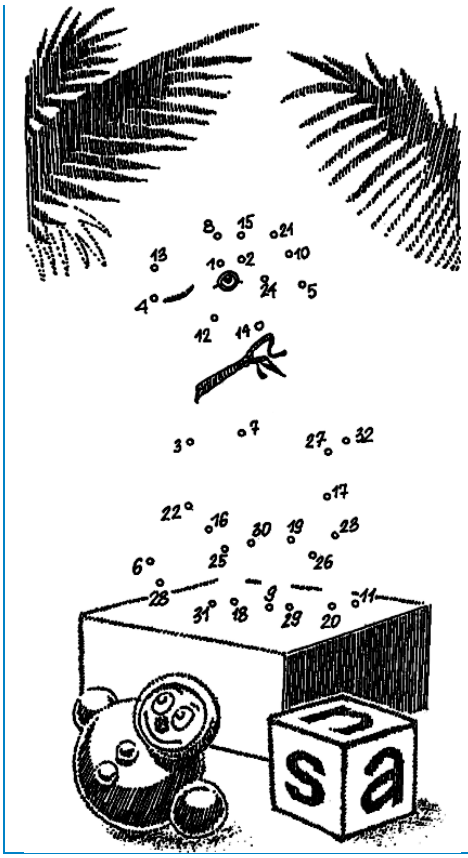
How many words can you find?
Fruits and berries (11 words horizontally, 4 vertically)

s	p	l	u	m	p	b	a	n	a	n	a	c	b	o
o	f	a	p	l	e	a	p	r	i	c	o	t	a	m
r	o	p	h	a	a	n	m	a	n	g	o	s	t	e
a	v	l	e	c	c	r	a	p	p	l	e	m	n	l
n	e	t	a	c	h	e	r	r	y	m	k	o	y	o
g	w	a	t	e	r	m	e	l	o	n	a	g	e	n
e	r	o	p	a	s	t	r	a	w	b	e	r	r	y
r	g	r	a	p	e	s	o	n	i	l	e	m	o	n
a	p	i	n	e	a	p	p	l	e	o	n	i	s	e

[https://www.esleschool.com/word-puzzles/]

Another example of a lexical game [Vasilevich, 2009]: Instructions. Draw a picture using straight lines correct pairs of digits. For example, since the Russian word **banana** (1) corresponds to the English **banana** (8), you need to connect the numbers **1** and **8**, because **болельщик** (2) = **fan** (10), **2** should be connected to **10**, etc.

	банан 1 болельщик 2 больной 3 варенье 4 ветчина 5 десять 6 земля 7 коляска 8 конец 9 коробка 10 котенок 11 красный 12 кровать 13 кролик 14 крыса 15 курица 16	лось 17 мистер 18 могу 19 мужчина 20 нога 21 палатка 22 парта 23 розовый 24 свинья 25 сидеть 26 сковорода 27 стоять 28 флаг 29 шесть 30 эльф 31 яблоко 32



apple 23 banana 8 bed 1 box 24 can 30 desk 11 elf 25 elk **27** end 19 fan 10 flag 9 ham 14 hen 22 jam 13 kitten 20 land 17	leg 2 man 26 Mr 31 pan 32 pig 28 pink 5 pram 15 rabbit 7 rat 21 red 4 sick 12 sit 29 six 18 stand 6 ten 16 tent 3

[https://wordparts.ru/anagramma/]

Recommendations!

1. Games should be used at various stages of the lesson: *at the beginning* - for create a favorable atmosphere and repeat the lexical material, *in the middle* — to automate the lexical skill or relieve fatigue, *at the end of the lesson*, when there are a few minutes before the bell and there is no sense to start some more serious exercise.

2. Teacher needs constantly add to their "arsenal" of games in order to always be able to choose the game that is most suitable for this training situation.

5.3 The formation of grammatical skills. The aim and content of teaching the grammatical aspect of oral and written foreign language speech

Historically, scholars' attitude in the field of methodology to teaching grammar has changed: the role of grammar in teaching foreign languages has been either insignificant, implying intuitive assimilation (*direct method, natural method,*

etc.), or it became dominant (translated methods, consciously-comparative method currently, since the main target is directed at the subject "*foreign language*" is recognized as a foreign language communication competence, language knowledge and speech skills, including grammatical, act only as certain means of its formation and mastering them by learners is not an end in itself.

Thus, the aim of teaching the grammatical aspect of oral speech and writing is the formation of grammatical skills.

A grammatical skill is an automated component of a conscious speech activity that provides correct (error-free) use of grammatical forms [Azimov, Shchukin, 1999, p. 62].

The main features of grammatical skill, however, as well as any skill, are automatism, infallibility, consciousness, low level of intensity of the action execution. Hence, it is obvious that learners' possession of grammatical skills implies their ability to choose and use grammatical phenomena it is adequate to the communicative task implemented in a certain communication situation.

However, keep in mind that the grammatical the skill has a specific structure. It consists of morphological, graphic, spelling, and syntactic elements, each of which requires special attention. Hence, to have a grammatical skill is to have knowledge

about the form of a grammatical phenomenon, its meaning, usage, and speech function. Only a combination of all four elements makes speech the speaker (writer) is literate and provides the proper level of perception of foreign language speech.

Grammatical phenomena that are subject to assimilation in the school course are presented in the educational programs on foreign languages. These phenomena are selected taking into account the principles of their exemplary character, frequency and prevalence in a foreign language. Data principles allow to select those grammatical constructions which, on the one hand, have the largest share in the speech of native speakers, on the other hand, provide learners the possibility of

understanding foreign speech and expression thoughts in a foreign language within the program requirements.

The grammatical phenomena selected for study at school are divided into two groups: for productive (*for use in oral and written speech*) or receptive (*for adequate understanding in spoken or written recorded speech*) assimilation.

In the first case, we are talking about the formation of learners' so-called productive grammatical skills, namely: to form grammatical forms and constructions, to choose and use grammatical constructions depending on the communication situation, to vary the grammatical structure of a statement when changing the communicative intent, to know how to interpret the meanings and translate the main grammatical categories into the native language, to formulate a grammatical rule based on the scheme or a table, to distinguish the grammatical structure of oral and written texts. For the second group, receptive grammatical skills are relevant, for example, to recognize (*isolate*) from the speech stream grammar and to relate them with a certain semantic meaning, to differentiate and identify grammatical phenomena (*formal and ceremonial words*), relate the value of grammatical forms (*constructions*) with meaning context, to distinguish between closely allied in grammatical phenomena, to predict grammatical forms of the word (design), set the group of the sentence (*subject, predicate, circumstances*), to determine the structure of complex sentences (*for parade elements, word order, etc*.), etc.

Depending on the stage of learning, the same grammatical phenomenon can be included in the first or second group. For example, forms of passive voice in primary school are learned at the receptive level, which implies an understanding of grammatical phenomena by ear or when reading (for example, *the model it is called, was founded*), in subsequent classes, learners form a productive grammatical skill of using this grammatical phenomenon in their own statements.

The process of forming a sustainable skill involves the following stages:

- ✓ *perception* of a grammatical unit when a learner meets an unfamiliar grammatical unit;

- ✓ *imitation* of a grammatical unit (the learner acts according to a given pattern);
- ✓ *substitution*, i.e. using a grammatical unit in various contexts;
- ✓ *transformation* of the model depending on the conditions of communication reproduction, i.e. independent use of the model;
- ✓ *combination* stage [Azimov, Shchukin, 1999, p. 63].

Practice shows that the formation of grammatical skills and the development of the grammatical structure of a foreign language are for learners with complex and lengthy processes. At the same time, the teacher must keep in mind the positive transfer of grammatical native language systems on the system of the foreign language and on intra-and inter-language interference.

Positive transference allows learners to be relatively free it is difficult to master the grammatical phenomena of the foreign language. So, when learning the languages of the Indo-European group they do not need to explain, what is the category of nouns or degrees of comparison adjectives, since these categories are also present in Russian language. Here the forms of education cause a certain complexity these grammatical phenomena of a foreign language.

As for **interlanguage interference**, it is expressed as in transferring the system of grammatical features of the native language to the system of grammatical features of the foreign language. This type of interference manifests itself mainly at the early stages of mastering grammatical structure of a foreign language. Russian is an example of the word order in both Russian and English question sentences: Russian language has a lot of freedom in word order if you follow the interrogative intonation model, for English - a strict word order, while changing the intonation does not turn an affirmative sentence into an interrogative one. Another a striking example is the absence of a number category among adjectives (compare: крас**ивые** туфл**и** — beautiful shoe**s**).

Intra-language interference may occur after, how do learners already accumulate certain knowledge about grammar the system of the foreign language and they will have formed foreign languages grammar skills. In this case, a

replacement may occur similar phenomena of the foreign language. The most striking example in English is probably the use of participles, gerunds, and verbal nouns, which all have the ending **-ing**. To avoid intra-language interference, it is necessary to conduct comparison of the studied phenomena and select appropriate exercises for this purpose.

Recommendations! In the course of working on the grammatical aspect of oral and written speech, you should:

- think through the difficulties that may arise when learners learn new grammatical material;
- involve learners in learning the rules themselves;
- control the correct understanding of the grammatical rule when its independent output;
- draw learners' attention to the similarities and differences in grammar phenomena in the native and foreign languages, as well as similarities and differences studied grammatical phenomena of a foreign language.

Approaches to the introduction of grammatical material

In the methodology of teaching foreign languages, there are different approaches to the introduction of grammatical material: explicit and implicit. Each of them has its own sequence action [Solovova, 2008, p. 213-216]. Let's focus on this issue more information.

The explicit approach involves starting work on the grammatical start by explaining the rule.

The implicit approach involves the introduction of a grammatical phenomenon and automating the grammatical skill without explaining the rule.

With an *explicit approach*, familiarity with the grammatical unit begins either with the teacher explaining the rule and demonstrating its use in oral and written foreign language speech, or with the observation of grammatical phenomena in speech and independent generalization (formulation) of the rule by learners. Subsequent step-primary automation of grammatical skills in the process of

performing substitution, transformation, and translation tasks exercises. The final step in the formation of grammatical skills is to perform communicative exercises using activated grammatical phenomena in various types of speech activity.

In the methodology, it is considered that the explicit approach is characterized by its cost-effectiveness, since familiarity with the rule implies a clear understanding of the grammatical material being explained by all learners. However, at the same time it is emphasized that this approach it is recommended to use only in high school when introducing complex grammatical phenomena (for example, in English these are forms of the Perfect Progressive group, cases of using subordinate clauses of various types, and temporary forms of modal verbs).

However, since the modern communicative strategy of teaching foreign languages, especially at the initial stage, requires that learners from the first steps of mastering a new grammatical phenomenon of a foreign language become familiar with its function and features however, familiarity with the rule of its education takes place only after learners have accumulated practical experience in the use of this grammatical phenomenon in oral and written speech.

Different logic of actions when introducing grammatical phenomena and primary automation of the grammatical skill in the implicit approach. In its framework, familiarity with the phenomenon under study begins not with an explanation of the rule, but with the observation of a grammatical phenomenon in a certain speech pattern (sounding or printed text). The next step is to isolate these phenomena from the text and repetition of a speech sample containing the grammatical unit being studied. Then this speech pattern is used by learners in oral and written speech in various communication situations. In this case, repeated repetition of the speech sample in various situations of speech communication provides its strength learning and allows you to form a stable grammatical skill.

The implicit method of introducing grammatical material is characteristic of the communicative approach, in which the development of the grammatical phenomenon has a speech orientation and allows repeatedly use a new grammatical

phenomenon in a variety of contexts, apply it in practice, and see for what purposes it can also be used in communication.

Explicit and implicit approaches have given reason to speak in the methodology of teaching foreign languages about two ways of introducing grammatical material: deductive and inductive. Deduction is the path from the knowledge of the general to the particular. Induction is the path of knowledge from the particular to the general.

In the deductive method, learning begins with a general rule, observing the context in which a new grammatical phenomenon is used, and continues during the execution of grammatical tasks, exercises aimed at forming grammatical skills.

In the inductive method grammatical phenomena are demonstrated in spoken or printed text and are used by learners without awareness of the grammatical rule.

Both methods have their advantages and disadvantages. For example, the inductive method provides more contextual visibility, but at the same time it can take up a significant amount of time, especially when it comes to complex grammatical material. Inductive method of introducing grammatical this material contributes to the development of learners' thinking and observation skills. But at the same time it is more complex, especially for learners who do not have enough formed logical thinking (for example, due to age).

It should be borne in mind that the work on grammatical phenomena is of great developmental importance and especially for the formation of universal educational actions (UEA). Since the latter imply the ability of the learner to learn independently new knowledge, when introducing new grammatical material, it is necessary to use such exercises and tasks that stimulate its independent cognitive activity. Example similar task statements can be as follows: "*Analyze the examples, find a common point in them, formulate a conclusion (deduce a rule, make a diagram, determine the sequence of actions)*", "*Find the differences between the given examples and explain them*", "*Find regularity in use ...* " etc.

Recommendations:

- when choosing an approach, you should carefully evaluate the capabilities of learners and the complexity of the grammatical material being explained;
- when using the explicit approach, it is necessary to offer more frequently learners can make their own rules (this corresponds to the norms modern communicative training);
- when introducing a new grammatical phenomenon, use various visual AIDS: visual, text;
- regardless of the method of introducing grammatical phenomena, it is important to provide learners with the opportunity to practice speech. Keep in mind that that the introduction of a grammatical phenomenon is necessarily completed by the primary automation of grammatical skill, carried out by means of oral and written grammatical exercises;
- it is necessary to correct learners' mistakes in the course of their performance training and control exercises;
- the abundance of grammatical exercises in foreign language classes can ensure the formation of a stable skill, but these exercises should be selected in such a way as to ensure the ability to communicate in the foreign language, i.e. to be inextricably linked with the formation of communicative skills.

The system of exercises for the formation of grammatical skills

As mentioned above, the formation of grammatical skills it goes through several stages:

- ✓ introduction of new grammatical material;
- ✓ primary automation of grammatical skill;
- ✓ grammatical skill improvement.

As for the third stage, it is related to the development of skills use of the studied grammatical constructions in oral speech and writing. This is facilitated by

speech exercises aimed at developing the ability to speak, write, and perceive by ear and read in a foreign language. About these exercises it will be discussed in the next section of this manual. Here we will focus on the second stage of the formation of grammatical skills, where learners are offered exercises of different types [Galskova, Gez, 2004, pp. 316-317].

Exercises in recognizing and differentiating grammatical phenomena: find in the printed (sounding) text of a sentence with the given grammatical phenomenon and fix it; fill in the table, scheme based on the rule; find examples of usage in the text...; find all usage cases on the page...;

replace these constructions with grammatical equivalents, and so on.

Substitution exercises: replace model words by saving the specified grammatical structure; open brackets, etc.

Transformation exercises: transform a temporary form verb; replace active voice with passive voice; replace direct speech indirect; convert a dialogue into a monologue; connect two simple sentences in complex, using the specified unions, and so on.

Question and answer exercises: ask questions to your classmates, enter the answers in a table; answer a question based on a given model; put the maximum number of questions to the text; select the correct questions for the given answers, and so on.

Reproductive exercises: add the text with the specified constructions; fill in the text with the specified words; make a question plan for the text and retell it; add (shorten, modify) the dialogue on the model, and so on.

Recommendations! It should be remembered that exercises aimed at forming grammatical skills should:

- ✓ have simple, clear recommendations for their implementation;
- ✓ contain one new grammatical phenomenon;
- ✓ eliminate additional lexical difficulties;
- ✓ avoid repeating the same thing as mechanically as possible speech sample.

Grammatical exercises performed using **VISUAL AIDS** have a great effect, for example:

- ✓ look at the picture and tell us where ... (spatial prepositions);
- ✓ describe the image using a grammatical construction...;
- ✓ make a story based on the picture using the grammatical phenomenon…;
- ✓ tell us what was not done in the room before my mother's arrival;
- ✓ when working in pairs, look at the picture of the room. One of you is wondering where he hid the candy, the other guesses by asking questions (general question, prepositions, short answer);
- ✓ who do you think is shown in the picture (photo) and why are they are you here? (modal verbs, introductory sentences).

Game tasks allow you to make grammar exercises fun, interesting and effective. We give some examples.

"**Cross-examination**" (construction of question sentences): one learner must tell about the events of the day. The task of others is to ask clarifying questions.

"Irregular verbs": is played by two teams. The host calls the initial form of the verb, the players must name the second and third shapes. for each correct answer, 1 point is awarded. Time to think — 2 seconds. The team with the most points wins.

"**What happened**?" (verb forms/indirect speech): learners are divided into teams. They work in pairs (one person at a time from each team): one learner recounts an event, and the other recounts the story to their team (for example, in indirect speech or in the third person singular form). The winner is the team in which the narrators have done unto the least the number of errors.

"**I believe — I don't believe**" (short answer form): learners are divided into two teams. Each of them has its own picture with the image a person who is going to a holiday (to visit). Player without showing the image of the opposite team, utters a phrase, (for example, He is wearing a tie). They have to guess, so it's or not, and answer (for example, Yes, he is (Yes, it is.). If the answer is correct, the team earns a point. The correct answers are controlled by the teacher.

Ball games (topics can be varied, for example, plural nouns, degrees of comparison of adjectives, irregular verbs, calculable-uncountable nouns, articles). For example, the first player calls an adjective and throws the ball. The player who caught the ball calls it a comparative and superlative form and continues the game by naming its adjective, etc.

"**Find a mistake**": all learners are offered a text in a foreign language containing some grammatical errors.

Working in pairs or small groups, learners find these errors. The winner is the one who completes the task for the least amount of time.

Monitoring the formation of grammatical skills

A key factor in the development of grammatical abilities is systematic control. It can be conducted frontally and individually. Control is especially important when entering and the primary development of grammatical phenomena, since it ensures the correctness of the skill being formed.

Current and intermediate control is implemented in the form of verification, independent work, monitoring the performance of household tasks. Regular control activities allow the teacher to assess how well-formed the grammatical skill is learners of the entire group and each of them. If detected each teacher can select individual additional tasks that correspond to the level of training of learners. In other words, the teacher has the opportunity to implement a differentiated approach. The final control is carried out in an integrated form. How as a rule, in this case, the quality of formation of lexical and grammatical skills is evaluated?

As already noted, to ensure the "*purity*" and grammatical correctness of foreign language speech, it is important for the teacher to correct grammatical errors that occur in learners, but this must be done in the process of performing grammatical exercises.

However, some grammatical errors in spontaneous speech learners are allowed what will support each of them motivation for speech communication in a foreign

language. So, basically evaluation criteria for the oral part and the "Letter" section during the final exams are allowed one or two blunders without reducing the score.

During the final tests, the "grammar" criterion is used only in the essay task. A learner who makes no more than one or two non-rude mistakes gets 3 points, no more than four errors — 2 points and up to six or seven errors -1 point. If it violates grammatical rules and errors make it difficult to understand the text generated by it, then by this criterion 0 points are awarded.

Recommendations: when monitoring the quality of grammatical skills, you should:

- ✓ do this regularly;
- ✓ allow a certain percentage of errors in learners' free (spontaneous) speech, if they do not interfere with the perception of the text;
- ✓ remember that control tasks can implement a training program function.

Methodological tasks

Phonetics

1. Select state educational standard (SES) on foreign language for primary school and:

a) analyze the material of one of its paragraphs and highlight tasks aimed at developing phonetic skills,

b) determine the phonetic phenomenon, which is aimed at working out each exercise,

c) add your own phonetic exercises to the author's system.

2. Select a foreign language proficiency test for primary or senior schools, identify exercises that are aimed at including to improve the phonetic skills of schoolchildren.

3. Select several sounds on a foreign language, select 5 tongue twisters aimed at practicing these sounds. Offer your own technology for working with tongue twisters for beginners and seniors stages of learning a foreign language.

Vocabulary

1. Which of the following features characterize the translation and non-translation way to semantization of vocabulary. Mark it in the table, discuss the results in a group and give examples.

	Translation method	**Non-translation method**
Establish a direct connection of a foreign language word with the subject or phenomenon of reality		
Activates the attention of learners during the introduction to the new vocabulary		
Develops learners' language guesswork		
Time-efficient		

2. Correlate the methods of word semantics (table 5.3) with the properties, what each of them has (the same property can be inherent in different ways of semantics):

a) monolingual,

b) helps to establish a semantic nest of words,

c) useful for the development of listening skills along the way,

d) helps to reveal the meaning of concepts that are not present in the native language

language,

e) can't be used for semantics of abstract concepts,

e) develops learners' language guesswork.

Table 5.3 Properties of different ways of semantization of new words

Ways of semantization	**Features**
1 Use of visual aids	

2 Facial expressions (mimics) and gestures	
3 Synonyms	
4 Analysis of word formation elements	
5 Translation to native language	
6 Explanation based on the context	
7 Interpretation (definition)	
8 Explanation of new words using enumeration (the relation of the particular to the whole, the individual to the general)	

3. From the items below, select **THREE** that directly related to the process of creating a dictionary-minimum, and **THREE** related with him in a minimal degree. Explain your point of view:

a) word-formation productivity,

b) the main vocabulary,

c) the amount of study time,

d) the volume of individual vocabulary,

e) stylistically neutral vocabulary,

f) word compatibility,

g) passive vocabulary,

h) contextual guess,

i) frequency dictionary.

Grammar

1. Make a list of grammatical phenomena that will cause learners have the greatest difficulties. Explain the reasons for these difficulties and think about how you can prevent them.

2. Analyze the state educational standard (SES) for a specific class. Make a list of new grammars phenomena to be studied in this class.

3. Analyze a section of a single state educational standard (SES). Determine how the authors of state educational standard (SES) offers to introduce new grammatical phenomena. Suggest a different approach.

4. Select a grammatical phenomenon, develop tasks for its introduction and activation of the skill of education and oral use and writing.

5. Suggest three games on developing learner’s grammar skills.

SECTION 6
TEACHING ORAL AND WRITTEN COMMUNICATION

6.1. Teaching receptive types of speech activity

6.1.1. Teaching reading

Reading in the process of intercultural communication

The role of reading in modern life is difficult to overestimate. In the context of the dynamic spread of modern technologies and the expansion of the range of information resources, reading is the most important source of information, a means of intellectual and cultural development of a person. Reading in a foreign language is also a form of intercultural communication in various fields – social, professional, academic, and personal.

In the process of learning a foreign language and culture, reading acts as an independent aim and means of mastering a new language. Achieving a degree of proficiency in this sort of speech activity that is sufficient for its functional, and later free, productive usage in a variety of spheres of activity, is the goal of mastering reading in a foreign language as a means of intercultural communication. As a means of mastering a foreign language by learners, reading is a source of language tools (lexical, including those with a cultural component of meaning, phraseological units, grammatical, stylistic), observation of discursive characteristics of foreign-language texts. The mechanisms of involuntary and voluntary memorization that operate during reading ensure that the language material is fixed and that the reader's stock of it is expanded. Since the language means found in various texts are repeated many times, including in different contexts, the semantic boundaries of a particular language unit and the norms of its use are clarified in the reader's mind (the compatibility of lexical units, the content of gRammatical structures, the correlation of both those and other units with certain communication situations) [Folomkina, 1980].

• Reading in a foreign language is an active process of perception and processing of semantic information, penetration into the author's idea and its interpretation from the position of personal meanings.

• The aim and product of reading as a communicative activity is to understand facts, ideas, cultural meanings and their interpretation in the context of an intercultural dialogue between the author and the reader.

Reading mechanisms

As a form of written speech communication, reading is a perceptual-mnemonic mental activity, in the psychological structure of which there can be distinguished the subject-content and procedural sides.

The subject-content component includes motives, aims, conditions, means, and projected performance. This component defines the type of strategies and actions used in the reading process. The leading role always belongs to the subject-content side, which affects the procedural mechanisms of this activity, including the reading technique associated with the language side of the text, and the semantic processing of the material being read (L.S. Vygotsky, A.N. Leontiev, A.A. Leontiev, S.K. Folomkina).

As an intellectual, active, creative activity, reading is always aimed not just at "reading out" the information, but at its active semantic processing, interpretation in a specific situation, evaluation by the reader from the position of personal meaning (significant — not significant, interesting — not interesting, necessary — not necessary, etc.).

Various factors can influence the reading process, its aims, and the degree of understanding of what is being read. First of all, these are the needs of a person in reading: to learn new things, maintain the necessary level of awareness in a certain area, find the necessary information, study the latest data, relax, enjoy the book, etc. Apart from them, these factors include the nature of the text itself, its language and compositional features, genre and style features, the degree of richness of information, the level of language complexity. Equally important are the readers'

expectations related to their previous reading experience, including familiarity with the topic, text type, background knowledge, etc.

An indicator of a reader's experience, the criterion for evaluating his/her competence in reading is considered to be "flexibility of reading" [Folomkina, 2005, Common European Framework, 2001], which refers to the ability of a person to consciously change the nature of reading, to choose effective strategies depending on the aim and features of the text being read.

The procedural side of reading as a type of communicative activity includes the following interrelated mechanisms: perceptual processing of information (reading technique); semantic processing of information; probabilistic forecasting; compensatory mechanisms; mechanisms of mnemonic activity; reflexive self-assessment. Let's go to their brief description.

Perceptual processing of information is the recoding of graphic signals into semantic ones in the process of text perception, as a result of which the understanding of language units in the text is provided. The minimum unit of visual perception is considered to be a word — a minimal unit with a meaning. As the reading technique develops, the learner's field of recognition increases (the number of words that the reader perceives and recognizes at the moment of fixing the eye on the line) and the unit of perception from a word to a phrase (syntagma), and for a mature reader — to an entire phrase (sentence).

Visual perception of a word (or a larger unit) ends with its recognition and understanding. At the same time, recognition of a language unit (identification of a visual image based on past experience) is accompanied by comparing the graphic image of a word with the auditory-motor one, correlating it with the meaning that is stored in long-term memory, as well as internal pronouncing. It should be noted that in the process of perception there always occurs pronouncing of a graphic image, although as technical skills improve, it turns into a discontinued form.

The researchers emphasize the unity, interrelation and simultaneity of the processes of perception and understanding in reading (Z.I. Klychnikova, S.K. Folomkina, etc.). Perception and processing of the language side of the text

occurs when the reader's eye stops and fixes on the line. Language material that falls into the field of fixation (field of recognition) is immediately subjected to semantic processing at several levels in parallel. The value of a perceived unit is correlated with the value of others and there is established its relationship to them and its contextual meaning. Words are combined into syntagmas, which also relate to each other and are combined into sentences (propositions), and they in turn — into units of a larger order — semantic parts (paragraphs). The latter are combined in the text as a complete speech act [Folomkina, 2005, p. 13].

Accordingly, basic skills, reading techniques, namely: the perception and comprehension of linguistic units (the recognition of graphic forms, correlating with the sound form, understanding the value); the correlation of the word with the context of the proposal; differentiation of polysemous and polyfunctional units from among familiar ones; the selection and understanding of the meaning of groups (syntagm) — phrases, establishing links between linguistic units within the syntagma; the establishment of ties and relations within sentences and understanding sentences as semantic whole; establishing semantic links between sentences (paragraphs) and combining them into semantic chunks.

• Reading techniques are skills that provide perceptual processing of the language side of a text (perception of graphic signs and their correlation with a certain meaning), which results in its understanding.

Compensatory mechanisms and probabilistic forecasting also play an important role in the technical side of reading, as will be shown below.

The designated technical skills represent the objects of targeted training at the initial stage of forming reading in a foreign language. As the "reading" activity develops, they should be automated in the process of performing special exercises and copious reading so that the reader's attention is switched to the content-semantic side of reading. As mentioned above, this is the aim and meaning of this communicative activity.

Now let's focus on the characteristics of semantic processing of information. The minimum unit of semantic processing of the material being read is considered

to be the syntagma. The selection of semantic units (syntagmas) in the text by the reader is the initial stage of understanding the subject meaning of language units in a text — awareness of the problem situation that needs to be resolved [according to Rubinstein, 1989, p. 374]. The solution of a problematic semantic task involves the inclusion of various mental operations (comparison, analysis and synthesis, abstraction and generalization) and skills of semantic processing of the material being read, which as a result leads to a decision — to achieve the necessary result of understanding.

In the methodology of teaching reading in a foreign language, following the works of the scientific school of S.K. Folomkina, it is considered that the completeness, accuracy and depth of understanding of the text provide:

- skills related to understanding the content, i.e. the ability to identify, generalize, and relate facts (events, phenomena);
- skills related to understanding the content, i.e. the ability to establish an idea (intention), make a judgment, evaluate the content as a whole, the implementation of the author's idea, and understand the implication.

At the same time, the completeness of understanding of a text is evaluated by the number of facts understood (content units), accuracy is related to the quality of understanding the content, its adequacy, and depth — with the deeper meanings of the text and their interpretation by the reader.

It is obvious that the skills of semantic processing of the material being read, which ensure the completeness, accuracy and depth of penetration into the text, relate to the levels of the text as a semantic whole: the level of factual content, content-semantic (conceptual-semantic) and emotional-evaluative levels (L.G. Babenko, I.R. Galperin, O.L. Kamenskaya).

At the level of factual content, cognitive skills related to the selection of facts, events, ideas, differentiation of main and secondary information are regarded as important ones; establishing the relationship between facts, events, characteristics (time, event, cause-and-effect, etc.), determining the logical sequence of

interpretation, forecasting the development of events, ideas, as well as the selection of detailed information (arguments, explanations, examples).

Understanding the text at the conceptual and semantic level is based on the skills: to contrast, compare, categorize events, facts, generalize facts and understand the author's statement of the problem, generalize conclusions, the main idea and intent of the author, understand implicit, i.e. implied information, distinguish facts and comments.

And finally, the emotional-evaluative level. Here functions the skills to evaluate the significance of information for a communicative task; to evaluate and differentiate actual and hypothetical, reliable and fictional information; to interpret and evaluate cultural meanings; to evaluate what is read from the position of personal meaning. It should be noted that this level is the final aim and result of the "reading" activity. It is at this level that the intercultural dialogue between the author and the reader is carried out, as well as the interpretation of the text from the perspective of the reader's personal meanings. If the author's appreciation can be expressed explicitly or implicitly in the text, then the reader's understanding of semantic information is present in any act of reading, regardless of the setting for the degree of completeness of understanding the information.

In the process of perception and understanding while reading a text, the mechanism of probabilistic forecasting is important, which acts both on the language (verbal) and semantic levels.

- Probabilistic prediction in reading is the construction of verbal hypotheses about the appearance of unread words and semantic hypotheses about the further development of the content based on previously read information.

Verbal hypotheses at the level of words — phrase — sentences are based on the presence of reading linguistic appreciations: image, words, rules, expressions, combinatorics, phrasal stereotypes etc. Forecasting on the semantic level is based on the understanding of already read material and available reading experience in this communicative activity, his/her awareness, background knowledge, etc.

Compensatory mechanisms at the language level help the reader to fill a lack of certain language tools, mainly lexical ones. In this case, the reader uses a linguistic and contextual guess. The first of one provides the learner with independent derivation of meaning based on knowledge of word-forming elements and rules of derivation, word structure, conversion, correlation with well-known international words, words-cognates, the second one – based on understanding the meaning of a specific context. Compensatory mechanisms also operate at the content-semantic level of a text, when semantic reference landmark (keywords, phrases) are highlighted, orientation in the text structure is based on knowledge of discursive features, understanding the communicative function of a text, and the use of previous experience and knowledge to fill in semantic gaps.

The reading process includes mnemonic activity, since visually perceived units "actualize images stored in the reader's long-term memory (otherwise it is impossible to recognize them), and in order not to disrupt the process of understanding, they are held for some time by his/her ram" [Folomkina, 1980, p. 19]. Research shows that for the success of reading, however, as any type of speech activity, a significant role is played by ram, which allows the reader to simultaneously process information and save it during the act of reading. An important amount of ram of a reader, providing not piecemeal but holistic perception and processing of content-semantic text units, providing relations between what has been read and new information [Ushiro, 2013].

A few words should be said about such mechanisms as reflection and reflexive self-assessment.

Memory in reading is a mechanism that allows the reader to hold in memory what has already been read and the material coming at a particular moment of reading, and link them in a coherent semantic series.

A few words should be said about such mechanisms as reflection and reflexive self-esteem.

Reflection is a conscious internal reflection of oneself and one's activities, which one of the most important personal functions, a mechanism for self-regulation of a person's activities.

• Reflexive self-assessment — the ability to build a person's relationship to his/her own activities, including the assessment and choice of aims, methods and results of activities, not just comparing the results of activities with the forecast, but also creating new actions.

An experienced reader (mature reader) is distinguished, as already noted, by active involvement in the reading process, flexible management of this activity depending on various conditions (the aim and nature of the material being read). The degree of flexibility of reading is largely determined by the formation of reflexive self-assessment skills (assessment and choice of aims, methods and results of activities, the ability to compare the results of performing a communicative and cognitive task with the corresponding standard of speech action, critical assessment, the ability of the readers to self-control their activities).

Speaking about the perception and understanding of foreign language text it should emphasized that learning skills of using dictionaries, glossaries, reference materials that help the reader to understand precisely understand the unknown meaning, to allocate required meaning in the spectrum of polysemic words, to clarify the understanding of idioms, phrases and understand information related to culture of the target language.

The skills of semantic processing of the material read at the factual, conceptual and evaluative levels are regarded as the important ones in the reading process. It is characteristic that for a less experienced reader, the process of processing the perceived text goes from understanding the language to understanding the entire text. An experienced reader, as the researchers note, follows first of all the development of thought and already perceives the words of the text from this angle (T.G. Yegorov, Z.N. Klychnikova, S.K. Folomkina, S.Nuttel).

Types of reading

Taking into account the target setting of a reader on the degree of completeness, accuracy and depth of understanding the text and the corresponding result, the method of teaching foreign languages distinguishes the following main types of reading: introductory reading — to understand the main content; learning reading — to fully and accurately understand the content; viewing (search) reading — to selectively understand the necessary (interesting) information of the text. The use of these types generally covers the entire range of typical reading situations for an experienced reader. We present a description of the main types of reading in accordance with the concept of S.K. Folomkina [2005].

Scimming. The aim and result of this type of reading is to understand the main content of the text, including the topic, key points and facts that reveal them, the most important details, the main line of an argument, and the author's conclusions. The degree of completeness of understanding is defined within 70-75-100% contained in the text of the facts; the understanding of the basic information is accurate, secondaries are correct, not distorted. Usually the reader is satisfied with understanding about 70-75% of the facts, and this indicator is taken as the norm, not because the reader cannot achieve a complete and accurate understanding, but because it is simply not required in this case [Folomkina, 2005, p. 33].

For the aim of general understanding of the content, a person usually reads books, magazines, materials of fiction, socio-political, popular science literature, media information in internet sources, etc.

Learning out of reading. The aim and result of this type of reading is a complete (100% complete) and accurate understanding of all the main and secondary facts contained in the text. Learning out of reading, as a rule, is quite slow in contrast to the rapid introductory reading, accompanied by stops and rereading of individual places, sometimes written notes [Folomkina, 2005, p. 33]. In the process of learning out of reading, the reader has an attitude not only to a complete and accurate understanding of information, but also to its critical

understanding, deep insight into the content and meaning of a text, evaluation of the author's idea, and often to long-term memorization of the information received.

The range of use of learning out of reading is quite wide. In the everyday and social spheres, it is the reading of rules, instructions, documents, in the academic sphere — course-books and reference materials, projects, research, etc., and in the socio-cultural sphere — a deep reading of works of art, critical assessment of the mass media.

For a person who studies a foreign language and culture, especially to achieve a profile level of proficiency in the target language, the skills of philological interpretation of the text associated with this type of reading is important (L.S. Shcherba, S.K. Folomkina, N.F. Koryakovtseva, O.V. Perlova). These skills provide understanding and comprehension of socio-cultural representations, cultural information, and "cultural meanings" inherent in the text that characterize the country of the foreign language and its speakers.

Scanning. The aim and result of this type of reading is to get the most general understanding of a text and a clear understanding of the most important information. The extent of the overall coverage of the text may vary: understanding the topic evaluating its importance for the reader ("important – not important", "interesting – not interesting", etc.), highlighting the key facts ("What? Where? When?"), etc.

Scanning in the educational and professional spheres is most often associated with the selection of information material, review of publications in the course of research, project development, selection of necessary sources, etc. This type of reading is also often used in household and socio-cultural spheres when reading advertising publications, magazines, newspapers, viewing internet sources for orientation in new information, etc.

Reading for the gist. The aim and result of reading for the gist is to find certain information in the text: specific data, definitions, wording, etc. Under the influence of the setting to search for the necessary information, the reader's eye "slides" through the text until what is being searched is found, after which the part

of the text that is found (phrase, sentence, group of sentences, paragraph) is read carefully in order to fully and accurately understand it. Researchers distinguish such “sliding” from cases, when a reader reads for the gist of a text. As noted above, reading for the gist has a semantic task related to orientation in the text content and the selection of semantic reference points. In the case of searching for the necessary information, the reader’s eye only “snatches” individual words, phrases, sentences from the text and compares their content with the representation of the object, which is being searched, highlighting the desired information, which the reader reads fully and gets precise understanding of it [Folomkina, 2005]. Nevertheless, the methodology of teaching foreign languages highlights a number of common skills that make it possible to view the text and search for the necessary information, namely: the ability to navigate the structure of the text, the communicative function of certain compositional parts of the text, to identify key words in a sentence and key phrases (sentences) in a paragraph.

It should be noted that from the point of view of content and process, the effect of the above types of reading in the native language is identical in foreign languages. This pattern allows a person to create conditions for the change of reading skills from the mother language to the target language in the process of learning a foreign language.

The aim of teaching reading in a foreign language

The goal of teaching foreign-language reading is to develop a specified degree of communicative competence in the foreign language in the area of reading, in accordance with the specifications of the state educational programs on foreign languages for school education. At the same time peculiar indicators of determining the level of reading proficiency in a foreign language are:

- range of communication tasks (reading usage practical activities and everyday life);
- types and skills of reading;
- the range and nature of the materials to be read (texts);

• linguistic and sociolinguistic tools that ensure accuracy and adequacy of understanding;

• compensatory and strategic skills that provide бег fluency and flexibility in reading.

Levels of formation of foreign language competence in reading primary school — elementary level;

- primary school-pre-threshold level;
- high school (basic level) - threshold level;
- high school (profile level) — threshold advanced level.

Starting points for teaching reading in a foreign language

As methodological suggestions for the planning of reading tasks, we will briefly formulate the initial (interrelated) provisions developed in the domestic concept of teaching this type of foreign language speech communication [Folomkina, 1980, 2005; Galskova, Gez, 2004; Shchukin, 2007, etc.], as well as in the foreign method of teaching reading [Nuttel, 2005, etc.], and implemented in modern communication-oriented course-books and manuals.

As a means of intercultural speech communication, teaching reading in a foreign language. Implementation of this provision entails:

• refusing to concentrate on the so-called educational reading of artificially composed texts, which are primarily viewed as a source of language material (lexical and grammatical means) and essentially do not contain any signs of authentic, "real" text;

• taking into account the real needs, interests, and motives of reading in the area of the foreign language, creating reading situations in educational activities that are relevant to those needs, interests, and motives;

Genuineness, consideration of the interests and needs of particular age groups of learners, informative value (relevance, meaningful, problematic), reflection of humanistic and cultural values, culture of the country of target language, and the

capacity to organize a reading circle of students are general requirements to materials for reading in terms of reading motivation.

The will to succeed is a key component of reading in a foreign language. The reader's sense of a text's success in being read in a foreign language is mostly a result of its language and informational accessibility.

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modeling real-world reading scenarios to aid in cross-cultural communication. This position is closely related to it because it entails motivating learners' activity while taking into account their age, individual needs, and motivational expectations by using authentic texts (didactically processed or modeled while preserving signs of authenticity), authentic information, and cognitive tasks.

Utilizing what students have learned by engaging in the communicative action of "reading" in their own language. It has been demonstrated that reading in multiple languages requires the same fundamental cognitive (intellectual, metacognitive) abilities that offer semantic processing of the read. Although mature reading skills can be transferred from one language to another, learning to read in a foreign language should be structured in a way that maximizes this transfer. This is possible if the authentic reading context is modeled and learners' attitudes toward this kind of learning are formed to view it as informative and cognitive, similar to reading in their home tongue. Controlling the method (type) of reading the activity's content side.

Together with this, the text's structure also serves as a way to regulate how people read. Hence, research demonstrates that aspects of the text such the logical and semantic structure, the degree of information saturation, and language complexity exert the most significant influence on the reading process, even against the reader's desire (Z.I. Klychnikova, A.A. Leontiev, S.K. Folomkina). Consequently, it is important to purposefully choose texts while taking into account these factors when instructing various types (strategies) of reading, notably

introductory and learning reading. It is advised to utilize texts for introductory reading that are generally simpler in terms of language, have a lower degree of information saturation, have transparent compositional structures, and include a lot of information, which makes it possible for quick learning.

Teaching reading using a systematic approach that emphasizes mastery of the means, methods, and strategies (or types) used in this communicative activity. This requirement is put into practice in the creation of a comprehensive system of exercises meant to promote the growth of a certain kind of reading. The approach to working on reading style presupposes: • preparation work on reading components, such as language skills and reading strategies; and • practice in the right kind of reading.

The three stages of working on the text are organized according to the system of reading exercises:

pre-text exercises designed to help students become proficient with "reading activities"; reading the text itself; and the post-text stage of verifying and assessing the outcome.

Also, planning the learner's independent work, additional home reading, projects, and academic research

Teaching the reading technique

Teaching reading techniques is aimed at the formation and subsequent automation of technical skills and abilities that ensure the processing and understanding of the language side of the material being read (lexical, grammatical, phonological).

Work on the technique of reading begins at the initial stage with the formation in learners of grapheme-phoneme connections, i.e. mastering the alphabet and the rules of reading, the development of auditory-pronouncing skills and skills that are mastered as they become familiar with the corresponding vocabulary. The formation of technical skills and skills is carried out by reading aloud on the basis of language material previously mastered in oral speech.

Read aloud is used for:

• mastering the letter-sound patterns of the foreign language;

• developing the ability to combine the perceived elements of a sentence into syntagmas, pronounce the components of a syntagma together, and correctly formalize the utterance in terms of rhythm and intonation;

• developing the ability to predict subsequent words;

• learning and controlling the accuracy of perception of the printed materials;

• speeding up the pace of reading (bringing it to the possible speed-speaking skills) [Folomkina, 1980].

After reading aloud, it is necessary to perform the above actions by reading to oneself as "...excessive use of reading aloud slows down the development of reading to oneself, even if only by the fact that it teaches learners to fully expand the presentation of the perceived material (which is typical for immature readers)" [Folomkina, 1980, p. 24].

Recommendations! In order to automate technical skills and reading skills, it is necessary to gradually change the ratio of the share of reading aloud and silently in favor of the latter at the middle and senior stages of training.

The formation of reading techniques is based on the interaction of reception and reproduction of language material in speaking and writing. The reproduction of language material in written speech, the interrelated development of technical skills and reading and writing skills contribute to a more solid assimilation of the graphic image of a language unit. Recreation (reproduction) of a language unit in active speech actualizes the so-called reproductive memory (Klychnikova), which is associated with the action of the prediction mechanism when reading a number of operations of a reproductive nature in internal speech.

The basis for the formation of technical skills and abilities is the relationship between the perceptual and semantic sides of reading. Learning to read as a communicative activity always involves learners solving certain cognitive tasks that increase their mental activity.

Exercises in reading techniques are based on the material of consistently increasing units of perception: words-phrases-semantic groups (phrases) — sentences — the semantic part of the text (paragraph). Here are some examples of exercises on the above skills and reading techniques (Table 6.1).

Table 6.1 Exercises in the development of reading techniques

Objects of development	Exercises
Word recognition and comprehension skills (receptive vocabulary)	Make up words from these letters, write them down and read them. Find at least 10 familiar words, write them down and read them (word search). Decipher the encoded word. Connect the broken parts of words, write them down and read them. Write the words with the following sounds in the columns [.]. Which of these words is superfluous, cross it out (odd word out) - e.g. Cat, dog, rabbit, can, black. Insert the missing letters, read the words. Select the correct captions for images. Exercises-tests of alternative, cross-selection and multiple choice
Skills of understanding word combinations, phrases and sentences	Exercises-tests: cross-selection (matching), multiple choice (multiple choice), sentence construction (slash), finding a redundant element (intrusion). Extension, reduction, and circumference of the offer. Select a sentence that matches the picture and read it. Place emphasis and pause in this sentence and read it. Read and translate the sentence. Insert the missing service words into the sentence, read and translate it. Complete this sentence logically by selecting one of the suggested words.
Guessing skills	At the word level: insert the missing letters, finish and read the word. At the level of phrases: select, compose and read pairs of words, phrases, add the missing words to the sentence and read them. At the sentence level: finish (start) the sentence and read it.
Compensatory skills: linguistic guesswork.	

Read the following sentences, then translate them:
This dude is not someone I can trust. He is not a friend I can trust. The car hit the tree in an accident. A sudden crash occurred. He attended college to study humanities disciplines including philosophy, psychology, and many more.
a contextual hunch
Contextually interpret the highlighted words to determine their meanings, then translate the sentences:
This woman and I are pretty close. She is gorgeous no matter what. What would you call this? He said, "My mother is calling me." Each student's name was shouted out by the teacher. Let's give John a ten-minute call-in.

Stages of working on a text and development of the main types of reading

The method of teaching basic types of reading involves the organization of consistent work with the text, including pre-text, text and post-text stages.

The pre-text stage includes the following tasks:

• working on certain language phenomena (lexical, grammatical, phonetic, sociocultural) the analogues of which are contained in the reading text, in order to prepare the reader to recognize and accurately understand such language units. In the methodological literature, this work is often called “removing the difficulties of reading the text”, which is difficult to agree with, since it should not be about “removing” difficulties, but about preparing the reader to meet such difficulties and the ability to overcome them. For example, the reading of proper names; the interpretation of ambiguous words; understanding complex constructions; determining the meaning of linguocultures; exercises in language or contextual guesswork, etc.;

• providing the necessary level of motivation for the reader through questions related to the topic of the proposed text, a brief discussion of motivational expectations, introduction to the problems of the text, etc. for example, the use of the so-called counter text; questions related to the previous experience of learners; making assumptions about the content of the text, familiarization and discussion of accompanying drawings, listened texts, etc.

The reading process itself should be preceded by a semantic problem, which creates a reader’s mindset to use a certain type of reading (Table 6.2).

Table 6.2 Semantic problem reading tasks

Type of reading	Tasks
Introductory reading	Answer the questions that precede reading the text (the question in the title). In this article, the author makes suggestions about what awaits us in the twenty-first century. Determine which provisions you agree with and which you do not. Based on what you read, make up the questions that you would like to discuss. Select the main events described (arguments, facts)and arrange them by their significance. The author of the text explains why people read. Highlight the main reading situations. Make sociogram basic traits describe character (major propositions (ideas) of the text). Select one of the suggested options for the development (continuation) of events. Restore the sequence of events described. Determine which titles are appropriate for the main parts of the text. Read the texts about Tom Sawyer and Harry Potter, highlight the similarities and differences between these characters. Take part in the contest "Who can best convey the content of this text from the position of the main character?»
Learning reading	Read the text and be ready to explain the actions of the hero (events, facts, character traits, etc.). Based on the content of the text, build evidence (justify conclusions) (not) the reality of events. Comment on the events described and determine what is the author's fiction. Restore the entire text by selecting paragraphs from the suggested ones for substitution. Read two texts that discuss the same problem, compare the arguments, and justify the evidence of each author. Prove what the author meant by describing the hero as follows. In this article, determine what constitutes news and commentary, fact and fiction, exaggeration or inaccuracies. Based on the text you read, be ready to write a note in the newspaper, Express your opinion (agreement, disagreement, comment). Based on the story you have read, be prepared to write a script for the production and detailed roles for the participants. Draw attention to the text's details that best reflect the nation whose language is being studied. Do you believe that similar occurrences could have occurred in our nation?

Philological interpretation	What linguocultural used to describe English (French, German) companies, seem to be most successful and why? Use, if necessary, linguistic and cultural dictionaries and reference books. In your opinion, is the author of the events described a carrier of this culture (a contemporary of these events)? Choose from the text winged expressions, phraseological units, explain their meaning in the context of this work. In your opinion, are the issues addressed in this text universal or are they specific only to this country?
View reading	Select from a number of texts that are relevant to the designated topic. Find the final part of the text and highlight the key sentence in it. Review the text and determine which of the identified issues are covered in it.
Search reading	Find in the suggested class schedule lectures on the history of the country of the foreign language. Find in the TV program: the time of showing documentaries, youth programs, etc. in the proposed ad for the competition, find the start and end dates. Find the definition of the designated concept in the text. Find the paragraph in the text where the author formulates his conclusion, and write out this wording.

The post-text stage contains tasks aimed at:

1) checking one's reading comprehension;

2) learners' expression of their attitude to the content of the read text — use of the received information to build your own oral and (or) written statements.

Tasks in the comprehension test should be consistent with the semantic task presented to a learner, thus ensuring that the appropriate type of reading is managed. These tasks may take the form of tests or involve oral (written) open questions (answers). After reading the text, the second set of exercises is meant to foster the interrelated growth of abilities in speaking and/or writing, two productive types of speech activity. (Table 6.3).

Table 6.3 Tasks for the post-text stage

Types of reading	Tasks
Introductory reading	1. Test tasks: alternative, cross-selection, and multiple choice:

	• answers to pre-text questions; • questions to the text that involve the reconstruction of the main events (facts, ideas); • a plan, sketch, of sociogram; • arrangement of the proposed questions (facts, ideas) in the order they appear in the text; • filling in tables, charts, etc.; • recording the main issues (facts, statements) and reorganizing them in accordance with a specific semantic task (for example, to justify, show logic). 2. Problematic questions about the text: • commenting on the main facts (ideas) of the text; • exchange of views, discussion on the main issues raised in the text; • a brief oral (written) statement of what you read, accompanied by a personal assessment of the main facts (events, characters); • creative tasks related to the comparison of read and already known information, learners' experience, etc.
Learning reading	1. Test tasks multiple choice, matching portions of text associated with a detailed understanding of: • translation, periphrasis, interpretation of difficult to understand parts of the text from the point of view of the author's intention; • recovery test-cloze test; • tasks that involve composing a whole text from disparate parts, which is possible only on the basis of their accurate understanding (text Lotto, puzzle, restoring information gaps— "patching holes", a chain of paragraphs in a mixed order, parallel texts, etc.).
Philological interpretation	2. Performing pre-text tasks related to the interpretation of the meaning of the text, evaluation, formulation of the attitude to the read, discussion of the read: • oral (written) comments, interpretation, assessment of the content (relevance of the problem, reliability of conclusions, reasonableness of the author's idea, etc.); • discussion of problematic issues raised in the text using the text's information to argue and justify their position; • creative tasks, mini-projects related to the

	interpretation and personal assessment of content (for example, characterization of characters, reconstruction of events (facts), preparation of scenario projects, debates on the problems of reading); • discussion (interpretation), oral (written) commentary on cultural and country-specific facts; • creative tasks, mini-projects related to linguoculturological and broad philological interpretation of the reading (for example, historical commentary, country studies collage of events (facts), associogram of events (facts)
View reading and search reading	* filling in tables (graphs); * text marking, work records (statements, plans). 2. Making a brief annotation in the form of keywords (words): * oral (written) responses to pre- text tasks, reproduction of the required information; * selection of facts on the topic (problem, cognitive task) and their discussion; * mini-projects related to preparing a brief overview, making a collage of facts, data, etc.

Recommendations for the teacher!

1. Carefully analyze the text to read, paying attention to the following:

• difficulties that may hinder or complicate understanding:

• lexical (unfamiliar vocabulary, polysemic words, idiomatic phrases, words with a cultural component of meaning, etc.),

• grammatical (unfamiliar or complex constructions), phonetic (difficult to read proper names, difficult to distinguish syntagmas in a complex sentence);

• structural and compositional features of the text, logical and semantic organization, the presence of redundant information, the ability to allocate semantic supports;

• the topic and problems of the text, the degree of popularity for learners and their compliance with motivational expectations, the availability of socio-cultural information.

2. Based on the analysis of the text, determine what skills in reading and other interrelated types of speech activity it is advisable to develop on this material, and specify the aims and learning objectives.

3. Analyze the exercises offered in the educational and methodical complex (hereinafter EMC), and the recommendations in the book for the teacher, as well as your existing Bank of exercises that correspond to the selected aims and educational tasks. Think through and define a chain of work types, including pre-text, text-to-text training tasks, and post-text tasks. Provide for possible changes in the course of working with the text and additional tasks.

6.1.2. Teaching listening

Listening as a type of speech activity

Listening, as well as reading — is a receptive activity, since both types of speech activity serve for the perception and understanding of already expressed (other people's) thoughts. Only for listening, as opposed to reading, we are talking about thoughts expressed verbally. This means that a person perceives visual signals when reading, and auditory signals when listening. Therefore, listening is an oral form of speech communication. Listening is an irreversible process that largely depends on:

- individual capabilities of the speaker (his intonation, diction, degree of appeal to the audience, etc.);
- individual capabilities of the listener (degree of development of speech hearing, memory, ability to use probabilistic forecasting, presence of attention and the need to listen);
- objective conditions of perception of sounding speech, which should include the absence (presence) of various interference (noise, insufficient sound quality, etc.), the tempo and duration of the sound, etc.
- Listening is a complex verbal ability to understand speech by ear with a single perception of it.

Under natural conditions, listening has two functional varieties. Firstly, it is listening in a situation of direct contact of interlocutors who are not separated by space and time and can observe the facial expressions and gestures of the speaker, use non-verbal means of communication. This happens, for example, during lectures at a University, a dialogue with a communication partner. Direct (contact) listening is also found in a foreign language lesson during the teacher's communication with learners. However, in the latter case, communication opportunities are very limited by study time and, as a rule, a small speech experience of learners. Secondly, listening occurs in the context of distant communication (distant listening), when this type of speech activity is mediated by the media (radio, television, video, etc.), and communication partners are far from each other (for example, a conversation on the phone). The partners' lack of visual perception of each other causes certain difficulties in listening, including in the educational process (for example, radio transmission is much more difficult to understand than television). This functional variety is also found in educational settings, when learners listen to audio recordings in a foreign language, watch videos or movies, etc.

As for any type of speech activity, listening is particularly important motive, which is generated when a person needs to perform any activity and serves as a kind of launch (motivator) of the activity of semantic perception of foreign language speech by ear.

> The motive is that for which the activity is carried out, "as a motive can be objects of the external world, representations, ideas, feelings and experiences — in short, all that the need has found its embodiment" [Bozhovich, 1995, p.53].

The motive for listening is usually the desire or need to understand a thought expressed by another person aloud, and the aim (which in a certain sense can be considered as the aim of achieving the satisfaction of this desire or need) is to reveal the meaning of this thought heard, establish semantic connections and make sense of the information received by ear. The executive phase of listening as a type

of speech activity has an internal character, since the process of understanding other people's thoughts, regardless of whether they are expressed in writing or aloud, does not have an externally expressed character. The product generated during the auditory perception of foreign language speech is certain conclusions that the listener comes to (interesting — not interesting, known — not known, agree — disagree, etc.). Finally, the result of listening as a type of activity is the understanding or lack of understanding of oral speech messages.

From a psychophysiological point of view, listening is a complex analytical and synthetic mental activity, which is characterized by an active character and is carried out as a result of a number of logical operations (analysis — synthesis, deduction — induction, abstraction, comparison, etc.). The fact is that when receiving information, external stimuli affect the auditory receptors, which in response to this produce nerve impulses that are processed in the sensory region of the nervous system. At the same time, the perceived information is reduced and the human consciousness enters in a somewhat ordered form. There is a processing of the auditory signal in internal speech, when semantic parts are allocated in the incoming information, they are compared with the equivalents stored in the human memory in the native and foreign languages, and semantic connections are established between the parts of the text in internal speech. The end result of this complex mechanism is an understanding of the information coming through the auditory channel.

When scientists characterize the essence of perception (visual or auditory), they distinguish two concepts:

- perception or the process of identifying and assimilating informative distinguishing features;
- recognition, i.e. recognition of the image formed in the process of восприятия perception as a result of comparing it with the standard.

There is a close relationship between these processes, and they occur almost simultaneously in the native language (simultaneous recognition), although there may be elements of succession, for example, when the content and (or) structural

and linguistic features of the audio text exceed the real capabilities of the listener. In other words, if certain difficulties arise during listening, these processes are detailed. This circumstance brings listening reading closer, because, regardless of whether it is a question of visual or auditory reception, the choice of language means and subject content is not determined by the person who perceives the information. But at the same time, there are serious differences between reading and listening, due, as already noted, to their belonging to different forms of speech: reading is a written form of speech, and listening is an oral form of speech (Table 6.4).

Table 6.4 Distinctive features of listening compared to reading

Parameters	Reading	Listening
The nature	Visual	Auditory
The character of speech communications	Directly (indirectly)	Indirectly
The time parameter	Does not depend on the time factor (you can go back to what you read)	One-time duration and transience of the reception
The nature of communication	Written	Oral
The pace of speech	The reader determines the pace of his activity	The listener is not free to determine the pace of their activities, individual features of the speaker's speech can cause difficulties
Leading psychological mechanism	Auditory	Visual

Until the middle of the last century, there was an opinion that the ability to understand a foreign language by ear does not need special development, it is developed by itself in the process of speaking. Indeed, this is what happens in the native language: the understanding of speech by ear in a young child is formed in the process of speaking, and speaking develops in the course of understanding. But in a foreign language, everything is different. Numerous tests conducted in schools to determine the level of proficiency in understanding the role of sound, indicate

that auditory perception and auditory memory are developed in learners worse than visual perception and visual memory, since all training to date is based on visual analyzers. This is proof that the ability to understand foreign language speech requires special formation in the educational process, while it should be understood that the success of listening depends on many factors.

Auditory perception factors that affect speech recognition

N.I. Gez examines the following variables in his analysis of listening success: memory, excluding information overload, displaying signals quickly, clarifying perceptual tasks, taking into account how different analyzers relate to one another, and relying on certain locations [Gez, 2013].

Memory processes are organically included in any human activity, forming a necessary condition for its implementation. In psychology, memory refers to the memorization, preservation, and subsequent reproduction of an individual's experience. It is due to the accumulation of individual experience that the complexity of a person's speech behavior is realized. If the images of the external world that appear in the cortex of the brain would disappear every time without a trace, the process of speech communication would be difficult. The course of any, even the most elementary mental act necessarily involves holding each of its elements for "coupling" with the next. All this applies to the perception and understanding of foreign language speech by ear.

When receiving information, different types of memory are involved: long-time, short-term, and allocated ram in the latter. "In order for the speech message to be correctly understood, the listener must hold words and phrases, connect what is heard at the moment with what he heard before, translate a series of incoming signals into a simultaneous one" [N.D. Galskova, N.I. Gez, 2004, p. 165]. Therefore, all these types of memory are essential in the process of listening.

Long-term memory is like a storehouse, a storehouse of verbal memory, it is characterized by the preservation of material for a long time, in a sense, "forever".

Short-term memory is aimed at selecting and preserving material for at least a short time, in particular, "to hold it only so that it can be reproduced only immediately after perception, in the moment immediately following it" [Smirnov, 1966, p. 43].

Main memory — "such memorization, which is carried out during any activity, has as its object what is necessary for its performance and is designed only for a short period, only until the end of this activity" [Smirnov, 1966, p. 61-62].

For long-term memory, according to scientists, the semantic proximity of perceived elements is important, since this memory is responsible for the selection of words and constructions in the speech process. This type of memory is responsible for long-term storage of memory information. Short-term memory, providing retention of information in the process of speech perception, performs a service function related to assisting in the receipt of part of the information in long-term memory. Thus, short-term memory holds and stores incoming auditory information until it is fully or partially transferred to long-term memory. In turn, the level of development of ram, which is characterized (especially at the initial stage of learning to listen) by a small volume, low mobility, low accuracy and weak noise immunity, acts as an important condition for the success of understanding information: the higher the level of memory, the more volume is retained in it. The amount of ram, particularly in the early stages of learning a foreign language, has been experimentally demonstrated to be the most important factor in the overall balance of individual psychological factors that influence the success of learning a foreign language speech activity back in the 1970s. [Zimnyaya, 1970, p. 37-46].

In addition to the types of memory, psychologists, given the nature of the analyzers that are used to remember and reproduce material, distinguish four types of memory: visual, auditory, motor and mixed. With the visual type of memory, the material offered with visual support is better remembered. The auditory type is manifested in the fact that a person needs to hear the memorized material for

memorization, and in motor memorization is better performed with the participation of motor sensations (people with this type of memory Pro-wear words or write them down, at least with a finger in the air). But more common (in 94% of people) is a mixed type of memory: visual-auditory, visual-motor and motor-auditory.

It should be borne in mind that this or that type of memory is not only an innate factor, but also due to the experience of a person in a particular activity. This means that memory is an important mechanism of listening as a type of speech activity, but the more learners train in foreign language listening, the higher their level of mnemonic abilities would be.

Recommendation! In the process of learning to listen in a foreign language, you must:

- remember that differences in learner memory are individual;
- know the mnemonic features of each of them;
- in case of insufficient volume and speed of memorization of information, learners should be offered special exercises that eliminate these shortcomings (memorizing poems and song lyrics, tasks for imitating (repeating) foreign words with a constant increase in the number of the latter for one-time presentation, etc.).

In real speech communication in the native language, a person uses a number of tools that prevent sensory overload of memory (for example, he refuses to receive information for a certain period of time, filters incoming information on the principle of "need — do not need"). But in the process of learning to listen in a foreign language, information overload can be associated primarily with an insufficiently thought-out selection of audio materials, inability to create the necessary direction of thought, and the presence of various obstacles. For example, audio texts with an insufficiently logical or very complex composition of presentation, as well as texts that do not correspond to the age characteristics and speech experience of learners, may cause particular difficulties. Special difficulties may also be caused by the language features of the audio text. These difficulties

are manifested at all levels of the language (lexical, grammatical, phonetic), they are associated not only with the presence of unfamiliar language phenomena in the text, but also with differences in the systems of native and foreign languages [Elukhina, 2013]. It has been experimentally verified that geographical names, numerals, proper names, complex words, especially those that were not present in the listener's speech experience, are difficult to perceive by ear [Shilkina, 1973, p. 91-95]. In psychology, it is established that certain difficulties arise when listening to the syntactic drawing of a sentence in a foreign language. First of all, this complexity is determined by the presence of long sentences in the speech message, which cause an overload of auditory ram. However, when listening to sentences connected to each other by a so-called "linear" or "chain" connection, no special decryption is required to understand the general meaning. The listener perceives individual links of the whole sentence one after another [Luria, 1970, 75]. Another thing is when we are talking about ram grammatically complex phrases, the understanding of the meaning of which involves a complex analytical and synthetic activity, which consists in "inhibiting the direct impression received from the phrase, and highlighting the system of relations that was not obvious, but was hidden, but actually plays a leading role in understanding the main meaning" [Luria, 1970, p. 75]. Syntactic constructions that are similar in sound are also difficult to understand by ear. In this case, the listener is required to recognize these objects by a single distinguishing feature. The lack of this ability in the learning environment leads to the fact that the listener directs his attention to the language form, rather than to the content, which violates the basic law of speech perception — the unity of perception of the language form and content in the methodology of teaching foreign languages [Galskova, Gez, 2004, 176-177] the typology of texts for listening is justified in terms of the difficulties inherent in them and which must be taken into account in the educational process.

The redundancy of information in the audio text makes it difficult to understand it, but at the same time, the presence of language redundancy in it, i.e. elements that are not directly related to the content, create a reserve of time for

predicting and understanding the information perceived by ear. These elements include introductory words, repetitions, rhetorical questions, synonymous expressions, paralinguistic tools, and others.

Recommendation! When choosing listening materials, keep in mind that:

• when listening, the native language interferes less; however, it is difficult to perceive realities, proper names, numerals, and homophones;

• at the initial stage of training, it is necessary to strive for the simplest context; avoid complex syntactic constructions of artistic visual means;

• the audio text must correspond to the age of learners, and the level of difficulty should be appropriate.

In the process of listening, the objectively set rate of incoming signals determines the speed of receiving information and the efficiency of its processing. Therefore, in the educational process, it is important to take into account the speed mode of presentation of signals and, above all, the rate of speech, which consists of two values: the number of words (syllables) per minute and the number of speech pauses.

The pace of speech is the quantitative definition of words, most often syllables, pronounced per unit of time.

The psychologists say that in the process of speech communication, the speed of presentation of information determines the rate of internal pronunciation of the listener. Moreover, the rate of speech in the native language, as a rule, does not affect the understanding of the audio utterance. However, in terms of communication in a foreign language, the process is not identical. It has been experimentally proven that both fast and slow speaking rates affect auditory comprehension. At a slow pace of synthetic speech, “it becomes more difficult to generalize impressions into a complete image of speech”, and a fast pace interferes with “analytical consideration of the speech flow” [Arkhipov, 1968].

The reason for this is the lag of the listener’s internal pronunciation from the pace of the speech perceived by ear. It is known that the greatest lag in the rate of

speech of the speaker and listener without violation of the act of communication is ± 10% [Venda, 1971].

This makes you think about the correct organization of the process of learning listening, about determining the optimal tempo mode for learners, in which they are most comfortable to listen. In this regard, we will make a small comment on the importance of working on the pace of speaking in the educational process. In the case of low rates of learners' speaking rate, the teacher must solve the problem of forming a higher rate of speaking, but, of course, without compromising the quality of work on a foreign language, since this will also determine the quality of work on listening. However, it should be borne in mind that from learners who speak their native language slowly due to natural slowness, it is difficult to demand a fast pace of speaking in a foreign language.in this case, we can talk about the convergence of individual time characteristics of speech in their native and foreign languages.

Recommendations! When learning to listen to foreign language speech, you should:

• remember that the pace of speech affects the speed, accuracy of understanding information and the quality of its memorization;

• adhere to the normal (average) tempo from the first lessons, since artificial slowing down distorts the intonation pattern of the phrase, interferes with the speed of reaction, and significantly weakens the listener's attention;

• at the first lessons, start listening with the teacher's speech and gradually move to the use of technical means for this aim.

When listening to speech, clarification of perception tasks plays an important role. Depending on the target setting, the search activity changes, and the success of selecting the necessary (necessary) information elements depends on it. If there is no such attitude, then the person is passive as a listener, and most importantly, his attention is unstable or completely absent. And, as we know from psychology, attention, i.e. the orientation of the psyche (consciousness) to certain objects, has a

stable or situational significance for the individual. Listening makes high demands on auditory perception.

The process of learning cannot be active and purposeful if attention is brittle and unsteady. When speaking in one's mother tongue, auditory perception is focused on the message being sent, whereas when learning to communicate in a foreign language, it might be either focused on the form or the message being conveyed. These are some fascinating research findings. By N. I. Gez Understanding the information while orienting to the language form is more difficult (due to search settings, language element distinctions, or language element groupings). The interference varies depending on the linguistic level, though. In contrast to phonetic observations, which detract from the content, the study of grammatical and lexical issues is less disruptive. [Gez, 2013, p. 27-28].

Recommendations! To direct learners ‘ attention to the content of the audio text, you must:

- make learners ‘ auditory perception motivated and aimful;
- predict and eliminate information overload;
- give clear settings before listening to the audio text, exclude the installation type: "listen to the Text!", specify what they should listen to and understand, and how it will be verified;
- clearly formulate the attitude to auditory perception, taking into account whether it should be directed at the form and language phenomena or at the content.

Taking into account the relationship of various analyzers plays a significant role in the process of auditory perception. It is experimentally proved that the effectiveness of this process is largely determined by the level of development of phonemic hearing. Even in this case, though, how foreign language speech is perceived varies little from how native language speech is perceived. This is because learning to read and write in their native language starts when children have developed the necessary automata for this, and a small child’s speech-motor analyzer develops in their native language on the basis of a gradual transition from

clearly differentiated, opposed sounds to less differentiated ones. Hence, unlike the process of acquiring a foreign language, the speech-motor analyzer has little to no impact on the auditory one. Here, the development of phonemic hearing occurs under the influence of a speech-motor analyzer and taking into account articulatory features. Therefore, the interaction of all analyzers, both auditory, visual, and speech-motor, is of great importance for teaching the perception and recognition of oral foreign language speech.

Phonemic listening is the ability of a person to dissect a continuous stream of speech into sounds, distinguish by ear all the sounds of speech related to different phonemes, and correctly correlate the perceived sounds of speech with the phonemes of the language.

Currently, the content of this factor is filled with a new meaning. Due to the development of modern mass media, the increasing role of the Internet and other audio-visual capabilities, the role of audio-visual reception is increasing, which is associated with simultaneous perception and understanding of audio-visual information, i.e. information transmitted simultaneously through the visual and auditory channels. If listening occurs when listening to audio recordings, audiobooks, and radio broadcasts, then the process of audio-visual reception is typical for viewing TV materials, movies, and videos, as well as materials on the Internet, podcasts, lectures, and speeches accompanied by computer presentations in PowerPoint. Audio-visual reception differs from traditional listening both in its perception channel and in its ability to Supplement the sounding text with other communication elements (presentations, subtitles, inscriptions, visual information, etc.), which gives grounds to develop a special task system for teaching this reception [Bazina, 2015].

Recommendation: when building a lesson related to learning auditory perception of information, you should:

• rely on different types of memory and increase the number of stimuli by combined effects on the senses;

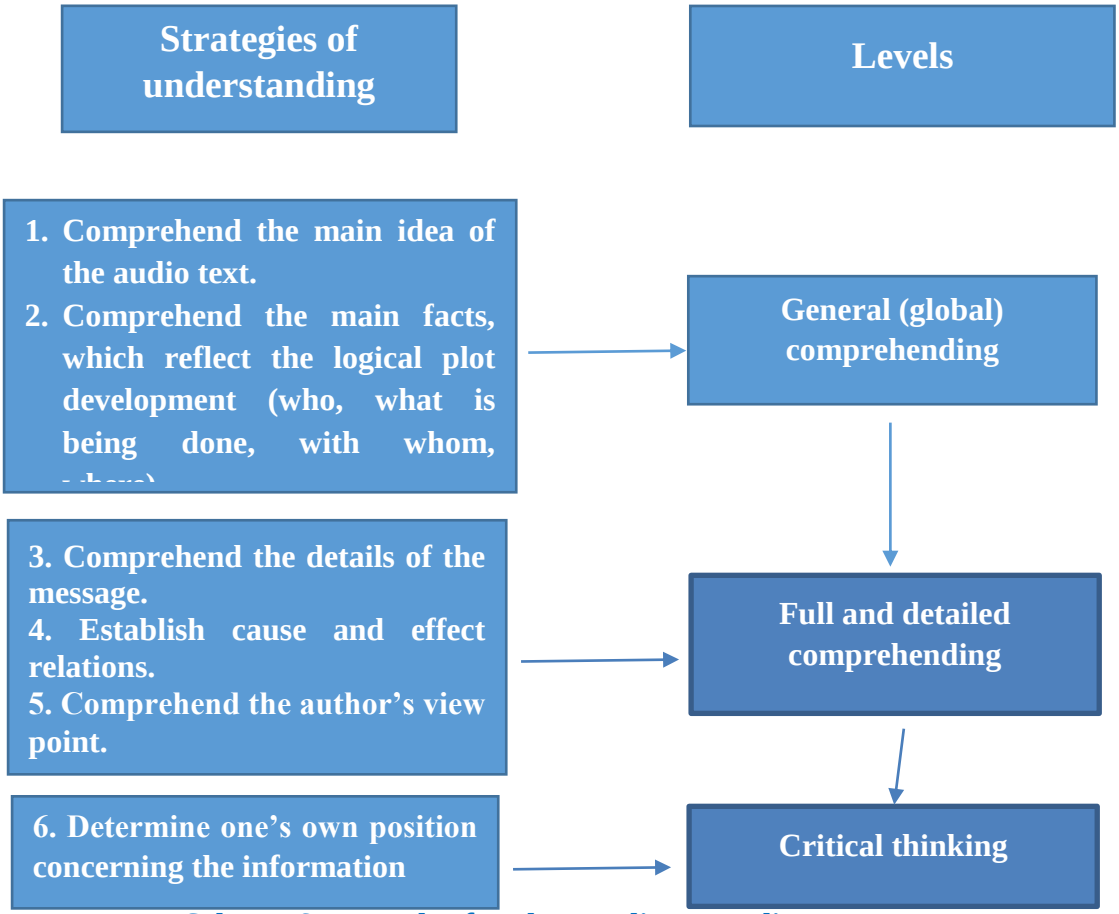
• remember that the more properties and characteristics of the individual are taken into account in the process of teaching listening in a foreign language, the better results are achieved by students in mastering this type of speech activity;

• use the visual series as a support for understanding auditory information.

Listening as an aim and as a means of teaching

The aims of teaching listening skills for different stages of school education, recorded in the Sample programs in foreign languages, can be presented as follows (Table 6.7).

Thus, listening as a learning aim is associated with the ability to understand an oral statement or audio text, its essence and (or) details, understand its meaning and (or) get specific information. In other words, this aim is the development of communicative competence in understanding speech by ear, i.e. the ability to understand sounding texts with different degrees and depths of penetration into its content (Scheme 6.1).



Scheme 6.1. Levels of understanding sounding text

For schools, there are three main strategies for extracting information from a sounding text:

- understanding the main content;
- understanding the content completely;
- extracting the necessary information.

Table 6.5 Aims of teaching foreign language listening

Elementary school	Primary school	High school
Understanding by ear the speech of teachers and classmates in direct communication and verbally (non-verbally) respond to what they hear. Listening to audio recordings and understanding the main content of small messages, stories, and fairy tales based mainly on familiar language material	Listening and understanding the main content of simple authentic texts containing a certain number of unexplored language phenomena. Listening and understanding of the necessary (interesting, requested) information in authentic texts containing both studied language phenomena and a certain number of unexplored language phenomena	Basic course Improving the ability to understand by ear the main content of simple-sounding audio and video texts of various genres of monologue and dialogue character with a clear normative pronunciation within the framework of the studied topic. Selective understanding of details of simple-sounding audio and video texts of various genres of monologue and Dialogue character. Understanding simple technical information in lectures and conversations on professional topics. Ability to follow the main points of a long discussion in General terms. The ability to make reference recordings while listening to a sounding text. Advanced course Understanding simple technical information in lectures and conversations on professional topics.

		Ability to follow the main points of a long discussion or report in general terms. The ability to make reference recordings while listening to a sounding text. Understanding colloquial speech not only within the framework of the literary norm

At the level of general understanding, we are talking about understanding the topic as the semantic core of the audio text, about the ability to highlight the semantic support points of the text. The second level is related to understanding the details and individual facts, defining the main information and separating it from secondary information, and evaluating the text in terms of its significance and informativity. For critical understanding, it is important to critically evaluate the content based on understanding the main idea of the audio text, including the one that is not explicitly expressed, as well as to interpret the listened content.

So, the process of understanding a spoken speech involves different levels of penetration into its content. This means that in this process, the learner should be able to use different strategies for understanding the text, depending on the type of text and its communicative function, as well as, if necessary, various effective ways to reveal the meanings of unfamiliar words.

The three types of listening are based on the following basic (speech) skills:

- understanding of the main content: the ability to identify and highlight the main information of the text; to separate information of primary importance from secondary; to establish a connection (logical, chronological) of events, facts; to anticipate the possible development (completion) of actions, events; to summarize the facts stated in the text; to draw conclusions from what is read, etc.;

- extraction of complete information: the ability to fully and accurately understand facts (details), highlight information that confirms or clarifies something; establish the relationship of events; reveal the cause-and-effect relationship between them, determine the main idea, compare information, etc.;
- understanding of the necessary (interesting), significant information: the ability to determine in General terms the subject of the text; determine the genre of the text, identify information related to any issue, determine the importance of information, etc.

Along with speech skills, general academic skills are important for determining the strategy of understanding the audio text, namely: the ability to allocate necessary, meaningful information; comparison(comparison), classification of information in accordance with a specific educational task; anticipation of information; generalization (evaluation) of the information received; written fixation of audibly perceived information, etc., as well as compensating skills, which include language and contextual guesswork about the meaning of unfamiliar language tools; reliance on information preceding the text, on paralinguistic units, the plan, the key words of the text, its structure and storyline to your voice and life experiences in their native language, knowledge of the subject message etc.

Texts for listening

The following requirements apply to texts used in school for teaching listening:

- educational value;
- information content, significance and reliability of the facts presented;
- compliance with the age characteristics and interests of school children, their speech, intellectual and life experience;

• correlation with the aims of teaching listening at each educational stage, compliance of the language complexity of the text with the requirements of the program for a particular class;

• representation of different forms of speech (monologue and dialogue);

• presence of redundant elements;

• exclusion by content of discrimination of learners on religious, national and other grounds.

Certain genres of texts are offered for each educational stage. So, for primary school, this is usually short stories, small children's stories, descriptions of animals, entertaining stories, children's cartoons, and for primary school, this list is expanded by the statements of interlocutors in situations of everyday communication, messages, conversations, interviews, ads, advertising, etc. As for high school, the range of genre types of texts is significantly expanded due to TV and radio broadcasts, videos, including educational and publicistic nature, reports, lectures, messages, etc. These texts may contain information not only of a monothematic, but also polythematic nature, they should differ in a greater degree of information saturation than it was at the previous stages of training.

Listening acts as a means of teaching a foreign language. And this is not accidental, because it is almost impossible to separate listening from teaching the language aspects of speech communication and from other types of speech activity. Therefore, when we talk about listening as a means of learning, we mean the following:

• audio texts provide learners with new language and speech material;

• working with audio texts activates lexical and grammatical skills, language and contextual guesswork;

• in the process of perception of foreign language speech by ear, all the mechanisms of foreign language speech activity are formed. This includes speech hearing (phonemic and intonation), memory, and probabilistic forecasting;

• any audio text provides certain information for discussion and interpretation, which in turn implies further development of learners' speaking or writing skills;

• interesting and problematic content of audio texts stimulates the speech activity of schoolchildren and motivates their educational and cognitive activities, and the methods used to work with this content develop their creative abilities and critical thinking;

• the information of a sociocultural nature contained in audio texts expands the general outlook of the learner and enriches his/her individual picture of the world by getting acquainted with the cultural phenomena of the country of a foreign language and understanding the linguistic and cultural experience formed on the basis of the native language.

The stages of working with audio text and the system of exercises

Working on audio text goes through three stages:

• pre-text stage;

• stage of the actual listening;

• post-text stage.

Each of the stages solves its own problems. Thus, the pre-text stage is designed to motivate learners and set them up for auditory perception of the message. At this stage, if necessary, difficulties of the linguistic and psychological plan are removed, the learners' speech and life experience in the field of issues raised in the text is mobilized, certain guidelines are given for better memorization of information and orientation in the structure and content of the text.

Recommendation! It should be remembered that at the pre-text stage, you should not remove all the difficulties, translate all unfamiliar words and phrases.

At the second stage, the task is to target learners to the perception of the text (the setting is given for a communicative task) (how and for what aim learners

should listen to the text: whether to understand the main content, find the information they are interested in, etc.).

Recommendation! It should be remembered that listening is the process of auditory perception of a text when it is presented once. Therefore it is necessary from the very beginning:

• strive to set a clear setting before listening to the text;

• give the text to listen to only once;

• submit the text again under the following conditions:

— learners were unable to complete the task given before the first audition;

— they get a new task (for example, a detailed understanding of information);

— they will need the text information for further use in their oral or written statements.

The third stage is responsible for monitoring the level of learners' understanding of auditory and audiovisual information, as well as for developing learners' ability to comment (interpret, analyze) the information contained in the text and reproduce it to a greater or lesser extent (both using verbal means, listening to the text, and without relying on verbal incentives). Let's imagine the approximate "steps" of listening to the audio text:

• setting (task) for the first listening to understand the general content;

• listening to text;

• checking the understanding of the general content by using common or dividing questions, correct (incorrect) questions, displaying images, etc.;

• setting (new task) for repeated listening in order to understand details, details, subtext, etc.;

• listening to text;

• checking the detailed (complete) understanding of the text using alternative, special questions, correct (incorrect) statements, etc.;

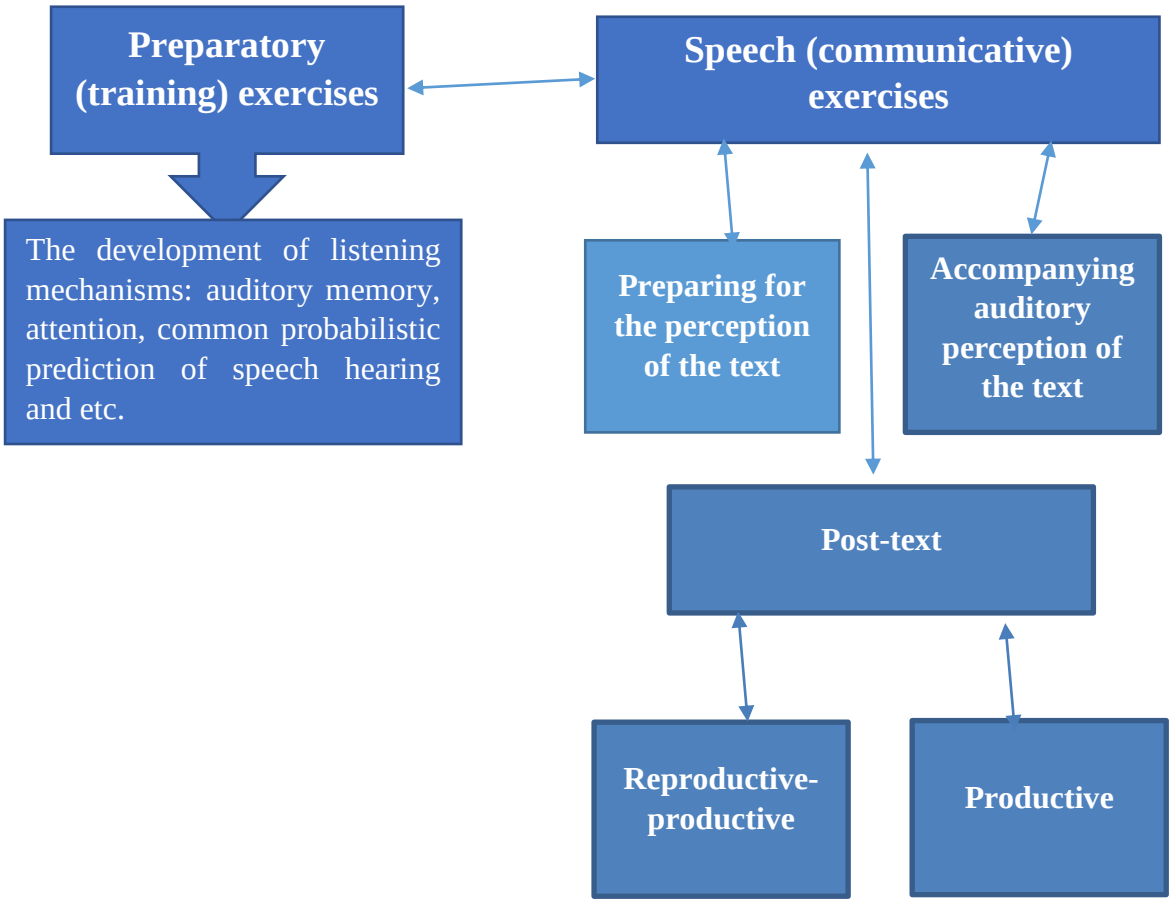
• improving the ability to speak (write) on the basis of the listened text.

The system of exercises in teaching listening

A system of exercises is used to solve the problems of each of the above-mentioned “steps” (stages) of learning listening. In this case, the term “exercise” means “training”, a scenario of an act of communication in which the listener’s program of actions is set [Bim, 1988, p.103].

Each exercise includes a task, i.e. instructions for working with audio text. The instruction is actually a specific task or setting for listening to the text, i.e. for performing a specific speech action. In turn, the system of exercises in listening is aimed at organizing interrelated actions that are arranged in order of increasing language and operational difficulties and take into account the sequence of formation of skills and abilities in listening.

The system of exercises for learning listening can include two types of exercises: preparatory and speech, each of which solves its own problems (scheme 6.2).



Scheme 6.2. The system of exercises in teaching listening

Preparatory exercises are performed before listening to the text. They can be performed at a rapid pace in the form of speech charging in each lesson and are not necessarily related in language terms to the specific audio text that learners will listen to. These exercises solve the main problem associated with the removal of psychological difficulties caused by insufficient development of psychological mechanisms of listening (predictive skills, the amount of ram, speech hearing) and their improvement. Here are some examples of tasks for preparatory exercises:

- listen to the text and raise your hand when you hear the question exercise (intonation hearing);
- listen to the same phrase twice, name the word that was omitted in the second one (auditory attention);
- listen to the words and raise your cards when you hear a long sound [a] (phonemic hearing);
- listen to the beginning of the exercise and continue it (probabilistic forecasting);
- listen to the words and repeat them (amount of ram);
- listen to tongue twisters and repeat them at a faster pace (memory, speech rate);
- listen to the title of the text (the beginning of the text) and tell what it can say (probabilistic forecasting);
- listen to the text (small in volume) and tell how many question (exclamation) sentences it contains (intonation hearing);
- listen to the text and fill in the gaps in its printed version with nouns from the text (memory).

Speech or exercises on preparing for auditory perception are designed to motivate learners to listen to the text, to actualize their personal experience by attracting knowledge from life. At this stage, the teacher can:

- tell learners what type of text (advertising, story, poem, etc.) they will listen to;

• show photos or drawings related to issues or topics that are covered in the audio text;

• give an abbreviated version of the text or its transcription;

• give a list of keywords;

• make together with learners an associogram of the main concepts covered in the text, etc.

Recommendation! Suggested tasks:

• should stimulate the interest and desire of learners to listen to the text;

• do not disclose the entire content of the audio text, otherwise learners will lose interest in listening, because nothing new will be communicated to them.

Speech exercises that accompany the actual "listening" of the text are performed in accordance with the teacher's set before listening to it. There may be tasks to search for basic or necessary information, for example:

• listen to the text and determine its genre type (interview, story, etc.);

• listen to the text and associate it with one of the suggested images;

• listen to the text and tell us which of the personal qualities written on the board are inherent in the first character, and which are inherent in the second;

• listen to the text and create a title for it;

• listen to the text and arrange the suggested images in a sequence that corresponds to the development of events in the text;

• listen to the text and fill in the table (diagram) with the data contained in it;

• listen to the text and write down key words (phrases, arguments), etc.

Post-text exercises are based on the text one has listened to. Their main task is to encourage learners to use the content of the listened text in their own oral and (or) written statements. These exercises can be reproductively productive and productive. In the first case, learners are given not only meaningful, but also verbal supports to build their own statements; in the second, the latter supports are absent. Here are some examples of such exercises.

• Reproductive and productive exercises:

- retell the text based on its plan (written out keywords, filled in while listening to it scheme or table, compiled associogram);
- give an assessment of the hero's actions, using keywords, their author's characteristics recorded in writing;
- write (tell) how this story can end, use the following words and expressions;
- comment on the title of the text based on the printed version of the text (keywords), etc.

• Productive exercises:

- comment on what was interesting for you in the text (not interesting, new, significant);
- create a script for the story you listened to;
- tell the story you listened to on behalf of a contemporary (a hero of the middle ages);
- make a short summary of the text you listened to;
- come up with your own version of the end of the listened story.

6.2. Teaching productive types of speech activity

6.2.1. Teaching speaking

The aim of teaching speaking

As noted above, the aims of teaching a foreign language are a direct reflection of the historical epoch in which the educational process is being implemented. In different historical periods, different types of speech activity came to the fore. For example, there was a period in worlwide history when the inability to speak one or even several languages was unthinkable for an educated person. Later, due to well-known historical processes, the ability to communicate in a foreign language became less popular, and the main object of learning a foreign language was reading and translation.

Modern society is characterized by great information openness. Thanks to the mass distribution of communication tools on the internet, borders between countries are somewhat blurred, since people have access to media from different

parts of the world and the possibility of indirect contacts with citizens of different countries through social networks and blogs. One of the phenomena of modern society is the desire and ability to express their own opinions. In order to check this, one can just visit the pages of news agencies, where literally every message can be discussed by the users, who are native speakers of different languages. It is no longer enough for a person of the XXI century to be able to read only in a foreign language; they need to be able to express their thoughts in written and oral forms, perceive speech by ear, and be able to interpret the cultural characteristics of residents of other societies. Therefore, speaking in modern sample program in a foreign language takes an important place. At the same time, the main aim of training is to form learners' foreign language communicative competence in speaking, which allows each of them to carry out foreign language communication in various socially determined speech situations and in accordance with the program requirements established for different educational stages and in relation to monologue and dialogue speech [Approximate educational programs, 2011].

For example, a primary school graduate in the field of dialogue speech should be able to participate in elementary dialogues, observing the norms of speech etiquette adopted in English-speaking countries, and in the field of monologue — make a small description of the subject, picture, character; tell about themselves, their family, friends. In the secondary schools, these tasks become more complex: learners must learn to conduct a dialogue (a dialogue of the etiquette character, a dialogue-questioning, a dialogue-prompting to action; combined dialogue) in standard situations of informal communication within the framework of the mastered subject, observing the norms of speech etiquette adopted in the country of the foreign language, as well as to build a coherent monologue based on visual clarity and (or) verbal support within the framework of the mastered subject; describe events based on visual clarity and (or) verbal support; give a brief description of real people and literary characters; transmit the main content of the read text with or without support for the text, keywords (plan, questions); describe an image (photo) with or without support for keywords (plan, questions). High

school graduates at the basic level should be able to conduct a conversation in situations of formal and informal communication within the framework of the studied topic; using a variety of language tools without training, initiate, maintain and end a conversation on program topics; Express and argue a personal point of view; use value judgments and emotional evaluation tools; request and exchange information within the studied topic; ask for clarification, clarifying the information you are interested in. Learners who are engaged in an in-depth program should also be able to summarize the listened (read) text; summarize information based on the read (listened) text; compare and contrast alternatives; clearly formulate a question or problem, explaining the reasons, making assumptions and possible consequences; express their point of view in long discussions on a wide range of topics, supporting it with arguments and explanations; comment on the point of view of the interlocutor in discussions on a wide range of topics, giving arguments for and against; build an oral statement based on several texts read and (or) listened to, transmitting their content, comparing them and drawing conclusions.

Speaking as a type of speech activity

Speaking is a form of oral communication, through which information is exchanged by means of language, contact and mutual understanding are established, and the listener is influenced in accordance with the speaker's communicative intention [Galskova, Gez, 2004, p.190]. Speaking is a productive type of speech activity. It is characterized by complex mental activity, which proceeds based on speech hearing, memory, forecasting and attention.

> "...speaking should be considered as the very implementation of communication, as a process of external expression of the way of forming and formulating thoughts through language" [I.A. Zimnaya, 1974, p. 69].

As a type of speech activity, speaking is closely related to listening, since participation in a dialogue is impossible without understanding the communication partner. Speaking is also related to writing, since both of these types of speech

activities involve generating statements in oral or written form. At the same time, speaking, in contrast to listening, involves more active speech activity.

> "... speaking (or speech production) has a more independent, active character, while listening (understanding) plays an auxiliary role as a communication condition" [I.A. Zimnaya, 1974, p. 69].

The process of speaking is directly related to the conditions in which it occurs. This process cannot be separated from the general context of human activity. A number of factors influence what a speaker says and how they say it: the speaker's age, status, mood, attitude to the situation, as well as the place and time when the situation unfolds, the motives that generate communication, and the subject of communication itself. These factors determine the choice of lexical and grammatical means, stylistic design of oral speech.

The act of speaking has a complex structure that consists of four phases:

1) incentive and motivational;

2) analytical and synthetic;

3) executive;

4) controlling [Azimov, Shchukin, 1999, p. 59-60].

The incentive-motivational phase, or the phase of planning. Any speech intention arises on the basis of a motive, is mediated by a subjective speech code (subject code) and is formed as a plan or program of speech utterance [Leontiev, 1999]. This phase represents the origin of an oral speech utterance and is a response to some presented stimulus that creates the basis for speech activity. Speech intent, i.e. the intention to perform an oral speech act or the desire to solve something with the help of language determines the aim and motive of communication, as well as the speech behavior of the interlocutors and, first of all, the means that will be used in speech and their combination.

An intention occurs in response to an internal or external stimulus. An internal incentive may be the need to convey information to the speaker or request information. An external stimulus is understood as the need to respond to the

remarks of the interlocutors. Internal and external incentives, creating a motive for communication, determine the behavior of communication partners.

Thus, speech intent can be either replica-forming, when the communicative result is achieved with only one utterance (for example, a request, gratitude, or apology), or text-forming. In the first case, the speech intention causes the need to enter into dialogue communication (discussion, argument, etc.), in the second — to generate a monologue statement (reasoning, narration, etc.).

Analytical-synthetic phase, or the phase of forming. This phase is responsible for the internal formulation of the speaker's thoughts, i.e. for the selection of language tools for the implementation of the communicative intention. The speaker selects words and grammatical tools that will be used in the future. However, this phase is represented in the form of collapsed mental processes that occur in inner speech. Making a statement in internal speech is not yet the level of speech in the form in which it appears in oral or written form. This is the creation of a common semantic image of the future utterance. Internal speech is carried out in the form of a universal subject code, which includes not only reduced words and sentences, but also visual images [Zhinkin, 1958]. It should be borne in mind that the stronger the lexical, grammatical and phonetic skills, the shorter the analytical-synthetic phase. For example, in the native language, the process of internal utterance is carried out in a truncated form, in contrast to the process of formulating thoughts in internal speech in a foreign language, when the natural translation of thoughts from the native language to a foreign language. Hence it is obvious that the analytical-synthetic phase will be the longer, the less confident the speaker is in his abilities and abilities. Therefore, the faster a learner learns to avoid the translation phase, the faster they can learn to speak a foreign language.

Executive phase, or the motor phase. The third phase is the actual voicing of the thought, it's phonetic and intonation design. The thought formulated in the inner speech is clothed in a sound form. The speaker chooses the language tools that correspond to the communicative task set for him or her. At the same time, the higher the level of language training of the speaker, the fewer mistakes he makes in

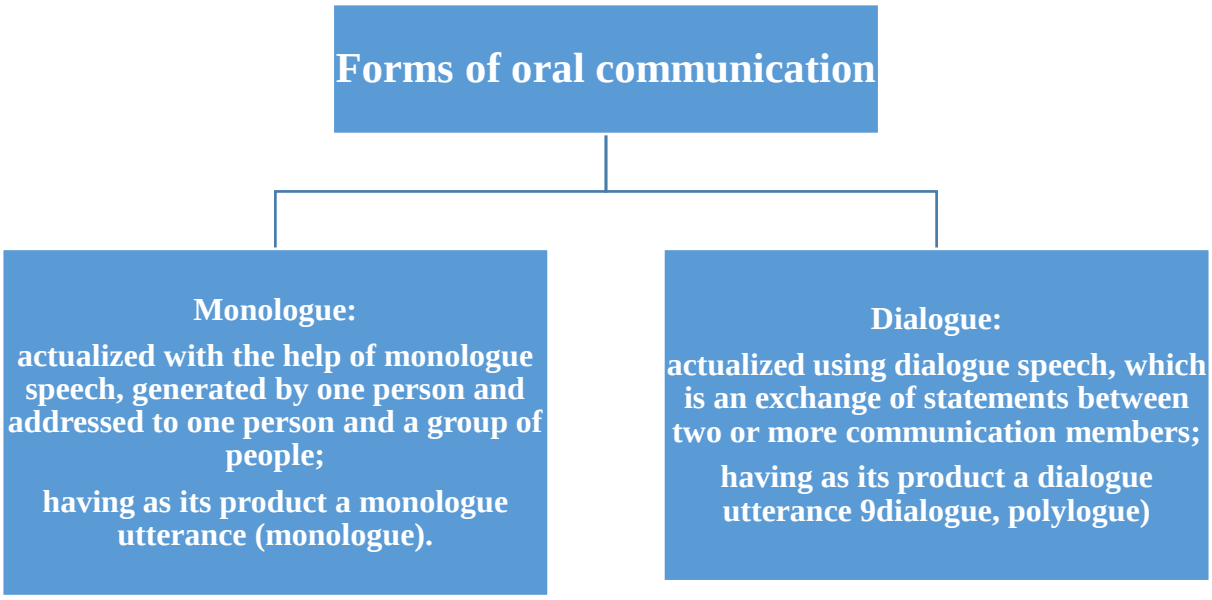
his utterance. It should be borne in mind that the occurrence of errors is largely determined by intra-and inter-language interference. As noted above, intra-language interference is manifested in the fact that previously formed and more durable skills have a negative impact on new ones, thereby causing language-related problems.

In turn, interlanguage interference occurs due to differences in the systems of native and foreign languages and occurs at the level of meaning and usage [Azimov, Shchukin, 1999, p. 97].

The control phase involves comparing the voiced phrase with a certain reference sample for language and semantic errors that occur in the process of utterance in external speech, and if necessary, their possible correction. At this stage, two processes are closely linked: speaking and listening.

The main forms of oral-speech interaction

Speaking as a type of speech activity is implemented in two forms: monologue and dialogue (Scheme 6.3).



Scheme 6.3. Forms of oral communication

Each of the forms of speaking has its own specific features that should be taken into account in the educational process of a foreign language. Thus,

statements implemented in monologue form are usually planned in advance by the speaker, while dialogue speech is controlled by both communication partners. For this reason, generated monologues differ in logical construction, semantic completeness, while dialogues are characterized by interruptions, deviations and reactivity. If the aim of a monologue utterance is to transfer the listener certain information, the basis of dialogue is mutual exchange of remarks, in the course of this exchange (replication) is an exchange of opinions, judgments, points of view etc. So monologue utterances are more intense, connectivity, better adherence to grammatical and stylistic norms, while the dialogue often differ elliptically grammatical structures, the compactness and capacity of the presentation, using non-verbal means. We summarize the main characteristics of both forms of oral communication (Table 6.6).

Table 6.6 Main characteristics of monologue and dialogue speech

Monologue speech	Dialogue speech
• Fullness of the utterance; • connectivity; • validity; • logic; • semantic completeness; • the existence of common constructions; • grammatical structure; • continuity	• Reactivity (two-way nature); • situational; • ellipticity; • intermittence; • compressed form and economy of units; • possible deviations from the original logic; • focus on the interlocutor; • greater use of non-verbal means (facial expressions, gestures, posture, etc.)

In the process of speaking, a person solves various communicative tasks: ask, report, learn new things, inform, etc., for the successful solution of which learners must master basic communication skills (Table 6.7).

Table 6.7 The basic communicative speaking skills

Dialogue speech skills of	Monologue speech skills
• To conduct dialogues of different types (the etiquette of dialogue,	• Briefly (in detail) to speak about facts and events, using different

character, dialogue-inquiry, dialogue is a call to action, dialogue — exchange of views and dialogues combined); • to start, maintain, conduct, and end conversations, including over the phone; • to express a wish, congratulations, gratitude, consent (disagreement, refusal), your opinion (attitude), request, argue your request; • to ask the communication partner about something, give an assessment and respond adequately to their remarks and questions of various types; • to communicate information, Express your opinion, your point of view, justify and argue it, listen to the partner's message and advice; • to invite a partner to action (interaction); • to participate in a conversation (discussion) on a familiar topic, when discussing books, movies, TV and radio programs; • to seek clarification; • to express your attitude to the partner's statement, your opinion on the topic under discussion; • to participate in a conversation, a conversation, expressing their attitude to what is being said and discussed; • to participate in a polylogue, including in the form of a discussion in compliance with the speech norms and rules of behavior adopted in the countries of the foreign language, requesting and exchanging information, expressing and arguing their point of view, objecting, questioning the interlocutor and clarifying their opinions and points of view, taking the initiative in the conversation, making explanations (additions), expressing an emotional attitude to what was said (discussed, read, seen)	communicative types of speech (description, narrative, message, characteristic), emotional and value judgments; • to convey the content, the main idea of the read based on the text; • to make messages in connection with the read (listened) text; • to express and argue your attitude to what you read (heard); • to do the messages that contain most important information on the topic (the problem); • to describe characters of fiction, theater and cinema, outstanding historical figures, scientists and cultural figures; • can describe experiences and events, to present the facts; • to represent your country and its culture in a foreign language environment, express your impressions about the countries of the foreign language and their culture; • to express and argue your point of view, draw conclusions; • to evaluate facts (events) of modern life and culture

Technology of teaching speaking

When teaching speaking in both monologue and dialogue forms, the method traditionally distinguishes two approaches: 1) “bottom-up” and 2) “top-down”.

In the first case (bottom-up), the initial unit of learning is the text, which provides learners with the necessary information and relevant lexical and grammatical phenomena.

Reading and listening to the text act as a means of forming learners’ ability to generate oral statements in situations of speech communication. For this aim, both preparatory and speech exercises can be offered.

The aim of the preparatory exercises is to master the structural and correct design of an oral statement. They assume the reproduction (reproduction) of the finished sample, which is the text. For example:

• in the field of monologue: retelling the text (without changes, close to the text, based on the plan (excerpts from the text); reduction of the listened (read) text; presentation of the dialogue in monologue form; connecting parts of the text; abbreviations of the read text, etc.;

• in the field of dialogue: imitation of the listened (read) dialogue; dialogization of the material read (listened) text; reading the dialogue by roles; memorizing the dialogue; playing the dialogue from memory; restoring missing words (replicas), etc.

Preparatory exercises can contain text in addition to various support statements, for example, a list of words and expressions (replicas), the plan text, thesis, logical-syntactic scheme of monologue (dialogue) etc.

Logical-syntactic scheme of the monologue utterance "explanation", " justification»:

I would like to …

But …

Therefore...

Structural and functional scheme of generating a dialogue utterance in a free conversation:

Opinion-clarifying question-explanation — disagreement-arguments in support of your idea-counterarguments-clarification-agreement (disagreement) with the partner.

As for speech exercises, they are aimed at developing learners' skills of monologue or dialogue utterance by analogy with the sample, but without direct reliance on it.

These exercises, which create conditions that mimic natural speech communication, are characterized by the absence of verbal supports, the presence of meaningful supports (visual: a picture, photo, series of drawings, diagram, table, diagram, etc.; slogan, aphorism, saying, associogram, etc.), transfer "to yourself". For example:

- in the field of monologue: retelling the text on behalf of one of its characters; retelling the text on behalf of the learner; plot development; making assumptions about what was the basis of the story; inventing the title to the text and its justification, etc.;
- in the field of dialogue: dramatization of a dialogue; preparation of a dialogue with its continuation; preparation of a dialogue on a given situation (topic) touched upon in the text; etc.

Thus, the main strategic direction of teaching speaking: from a prepared statement (based on a sample) through a system of supports to an unprepared (lack of time to prepare) speech (without relying on a sample and verbal supports), when learners are independent and free to choose both content and language form.

Recommendation! Keep in mind that:

- more linguistically prepared learners use minimal supports in the process of generating their oral statements, while weak learners need supports that are detailed (for example, a printed text that is subject to retelling, but contains individual omissions of words or fragments of this text);

• in the process of teaching Dialogue speech, it is necessary to teach not stand-alone phrases, but Dialogue units that reflect speech in real conditions;

• a monologue utterance is a group of sentences that are related in meaning and arranged in a certain logical sequence, so teaching a monologue should not be limited to individual phrases;

• it is important to use every opportunity to engage learners in a conversation in a foreign language.

The second approach teaching speaking — "top-down" — involves the deployment of statements from an elementary unit to a complete monologue or dialogue. Such elementary units for monologue speech are a sentence, and for Dialogue speech-a Dialogue unity, i.e. a pair of replicas belonging to different interlocutors and forming a whole in content and structure (question-answer, question-question, statement-question, statement-statement). However, in any case, the work is carried out in three stages, each of which offers its own tasks (Table. 6.8).

As noted above, oral speech is always motivated and situational. Therefore, in the educational process, it is necessary to create speech situations (see above) that motivate learners to monologue and dialogue statements. The educational process uses strictly controlled by the teacher (the topic, communicative task and language material are set), partially controlled by the teacher (without language material) and free, arising during spontaneous statements in role-playing games, discussions, debates, etc. (the choice of communication circumstances, behavior strategies, and language content of the statement is made by the learner independently). Of course, in the educational process cannot be used all the situations that are actually encountered in the conditions of natural speech communication. Therefore, the main parts of the situations used in the lesson are educational communicative situations. But they can and should be given an "authentic" character. This means that due to their problems and content, the availability of new information, they must motivate learners in the perception and creation of statements in a foreign language, express their individual opinions, their own position and their emotions,

while showing independence in determining primarily the content of speaking (even if there are supports for the statement). And here, for example, such speech exercises as: justification of one's own judgment or attitude to facts, characterization of actors, description of the place of action, epoch, evaluation of what one has listened to or read, etc. will be effective.

Recommendations:

• when performing preparatory exercises, the attention of learners should be drawn to the lexical and grammatical form, when performing speech exercises — to the content of the statement;

• preparatory exercises are aimed at the formation of speech skills that create the basis for communication in a foreign language;

• speech exercises aimed at developing speech skills of monologue and dialogue speech should reflect the main characteristics of speech communication (the presence of a communication partner, the presence of a motive for communication, the presence of a communication situation) and be aimed at the implementation of communicative tasks).

Table 6.8 Examples of speaking exercises (the way "bottom-up")

Form of speaking	1st stage	2nd stage	3rd stage
Monologue speech	Tasks that encourage short statements (at the level of a single sentence), for example: Teacher: "the weather is good Today. I love this weather. And you?"	Tasks that involve expanding and refining the utterance at the level of super-phrasal unity, i.e. from two to five sentences, for example: Teacher: "tell Me, do you like the weather today?" Learner: "Yes. The weather is good today. Heat. The sun is shining. No rain"	Tasks that involve generating a text that includes several super-phrasal unities, for example: Teacher: "Explain why you like the weather today?" Learner: "the weather is fine Today. Heat. The sun is shining. There is no rain. You can ride a bike or play football"

Dialogue speech	Tasks that teach how to respond to the other person's remark (usually the teacher acts in this role), for example: Teacher: "what do you do on Sunday?" Learner: "Going to the movies"	Tasks that teach you how to generate stimulating cues, such as "Ask your friend how he spent the weekend"	Tasks that teach you how to deploy a replica in a short statement (a monologue in a dialog), for example: Teacher: "What time of year is it for you Do you like it?" Learner: "Summer. I can swim. And also …"

Types of monologue and dialogue specch

In the process of learning to speak in a foreign language, different types of utterances are used.

In the field of monologue speech, this is a description, message, story, characteristic, report, presentation of the results of the project, including those focused on the selected profile of the school, and in the field of dialogue — dialogues of a label nature, dialogue-inquiry, dialogue — prompting, dialogue — exchange of views and combined dialogues.

Each of these types of oral texts has its own structural and linguistic features. For example, the essence of a story consists in a complete, consistent transfer of the content of events that occur, and the story is characterized by a subjective emotional attitude of the speaker to the reported, while in a monologue type message there is a business-like information about something or someone, while, as a rule, the speaker's own judgments are absent in the generated text. If we talk about the dialogue of an etiquette character, it is most often found in the most typical situations of everyday communication (it is not by chance that these dialogues are usually called as ritual, and they are used at the initial stage of training in order to form basic skills using the formulas of speech etiquette).

In turn, the conversation or open dialogue have a more marked reactivity and more (compared to standard dialogue) and thematic variation, as well as a variety of language tools to implement the skills of reasoning, description, argumentation, digressions, impressions of a partner, etc. It is obvious that a free dialogue is more difficult to manage and involves wide range of speech skills.

Sources of forming learners' motivation to speak

Practice shows that the most common difficulty in learning to speak a foreign language is the lack of learners' desire to speak in a foreign language. This circumstance is explained by many reasons among which as the most common can be considered: shyness, fear of making a mistake, ignorance of the subject matter or uncertainty in the knowledge about it, not interested in the topic, no idea what the topic of discussion is, and others. In this regard, the reader faces a problem – to use such teaching methods that allow learners to create motivation to speak (in monologue and dialogue forms). These techniques include the use of visual, musical, and video visual tools, as well as games in the educational process.

By means of visual aids to a variety of paintings and their reproductions, drawings, comics, charts, graphs, diagrams, etc. They can be used as a basis for the formulation of both the preparatory tasks (Table. 6.9), and to speech (Table 6.10) exercises aimed at developing learners' skills of monologue and dialogue speech.

Table 6.9 Examples of preparatory exercises based on a picture (photos, illustrations)

Monologue utterance	Dialogue utterance
• List (colors, interior items, subjects, adjectives that can describe the characters' feelings, verbs, etc.);	
• combine the sentences describing the image into text; • choose your name for the picture; • put the sentences describing the situation in order, and so on	• come up with two replicas for each character depicted in the picture; • come up with questions and answers to the characters; • match replicas and characters; • select phrases that express frustration, blame, ridicule, etc.

As it's known, the use of musical aids in the classroom allows you to solve educational problems related to creating an atmosphere of the lesson, familiarizing learners with the culture of a country of the foreign language, introducing lexical

and grammatical phenomena, providing emotional discharge. In addition, the song material can be a textual basis for the development of learners' dialogue and monologue skills.

In the process of learning a foreign language, there are distinguished two types of songs: educational and authentic. The first ones are created specifically for foreign language learners and are usually written to demonstrate certain lexical or grammatical material in a new context. Authentic songs are works of folklore or pop songs. These and other types of songs can serve as a reliable basis for the teacher to prepare preparatory (Table. 6.13) and speech (Table. 6.14) exercises.

Table 6.10 Examples of speech exercises based on a picture (photos, illustrations)

Monologue utterance	Dialogue utterance
• Tell us what you know about the picture (photo); • describe the picture (photo, illustration); • describe the situation depicted in the picture (photos, illustrations), and evaluate the characters; • describe the feelings that the characters feel; • tell us the situation ... (on behalf of the persons depicted), etc.	• Create a dialog between... • act out a scene; • ask one of the characters what happened; • play out the dialogue between ... etc.

Table 6.11 Examples of preparatory exercises for working with a song

Monologue utterance	Dialogue utterance
• Fill in the gaps in the sentences with the appropriate verb form (auxiliary verb, pronoun, preposition); • write down all the adjectives (nouns...) that... • write down examples of use…	
• retell the content of the song; • arrange the disparate parts of the song in a logical sequence (before or after listening); • complete sentence; • retell the content of the song, etc.	• ask questions to the text in the second person (third person); • ask questions to the song's character; • answer the suggested questions (in the song, to the song), etc.

Table 6.12 Examples of speech exercises for working with a song

Monologue speech	Dialogue speech

• Guess who can sing a similar song, what their mood is; • imagine the situation that could have formed the basis of this song; • tell your friend about meeting the hero of the song; • speak out on the topic… • give your opinion on the issue of the song; • tell us about the characters (nature...); • suggest a continuation of the story (story); • suggest what situation formed the basis of the story told in the song, etc.	• Create a dialogue between... (for example, the hero of the song and his friend-an experienced traveler who has visited all the places that are sung in the song); • conduct an interview with the author of the song about what was the basis for its creation; • discuss what issues are addressed in the song and how they can be resolved, and others.

The use of films (educational, artistic and documentary), advertisements (with a clear plot) and video clips is a powerful source of motivation for learners to build oral statements in a foreign language. Even here, the teacher can use these materials to think through the preparatory (Table. 6.13) and speech (Table. 6.14) exercises.

Recommendation!

1. When selecting additional materials (songs, movies, video clips, etc.), it is necessary to evaluate their quality and pay attention to whether they meet such requirements as:

• formativeness of a language and lack of slang;

• pedagogical feature (materials should not promote violence, inequality, drug use, alcohol, etc.);

• plot.

2. It should be kept in mind that the materials that are selected for work can be used repeatedly, but only if the tasks for learners are changed.

Table 6.13 Examples of preparatory exercises based on a movie and video clip

Monologue speech	Dialogue speech
• Fill in the gaps in the sentences with the appropriate verb form (auxiliary verb, pronoun, preposition, adjective); • write down all the adjectives (nouns...) that… • write down examples of use…	

• arrange the disparate parts of the text commenting on the video in a logical sequence (before or after listening); • complete sentence; • tell us the content of the video clip, etc.	• ask questions to the character; • answer the following questions; • act out the dialogues of the characters; • ask additional questions to the characters, etc.

Table 6.14 Examples of speech exercises based on a movie or video clip

Monologue speech	Dialogue speech
• Tell a classmate who is sitting with their back to the screen about what is happening; • describe the location of the story; • describe the characters; • formulate the problem; • retell the entire text in 2-3 sentences; • describe the characters; • give your opinion on the problem, etc.	• Conduct interviews with the main characters (the author of the story); • play out dialogues that could have taken place between characters (but they were not); • act out the dialogues between the director and the actors; • discuss the problem in pairs; • conduct a discussion, etc.

The use of various games in foreign language classes allows not only to make the learning process more vivid, interesting and rich, but also makes a positive effect on the motivation of learners to use (and therefore to study) a foreign language. The methodology traditionally identifies two main types of games: preparatory and creative games.

Preparatory games are aimed at developing the speed of reaction to the presented speech stimulus, increasing the speed of speech, activating lexical and grammatical skills, developing verbal and logical thinking (Table. 6.15).

Table 6.15 Examples of preparatory games

Monologue speech	Dialogue speech
Board games, such as "Snake"	
The essence of the game is that the participants take turns throwing a die and answer the question shown in the corresponding field. Tasks can be grouped thematically and, conversely, represent a set of random questions on all the topics studied. Examples of tasks (translated): "Tell us about your pet. Tell us what style of clothing you like	The essence of the game is exactly the same as in the previous case, but the task will be to choose a response replica. Examples of tasks (translated): "hi, my name is Alice, I'm from Manchester. Will you come to the concert with me tomorrow night? Do you think this dress suits me?". The answer must meet

and why. Tell me about your mother. Tell us about your plans for the future." The response must meet certain conditions, for example, contain five sentences and contain no more than two errors that do not affect the understanding of the text, time for thinking and pronouncing it must not exceed 30 seconds. If the spoken answer meets the conditions, the player moves on, if not, remains in the previous position	certain conditions, for example, contain at least 5 words, contain no errors, and you can't answer Yes or no (the answer must be common), the time for reflection and utterance should not exceed 15 seconds. If pronounced the answer meets the conditions, the player moves on, if not, remains in the previous position
A story (interview) game	
The essence of the game is that the participants take turns continuing the story. For example, they come up with a fairy tale (a detective novel, a lyrical story), adding one sentence at a time. At the same time, learners can either decide on the genre in advance, or compose a text based on their personal preferences. The order of speakers can be set as a chain (a slower option that allows you to think), or with the help of a ball or instructions from the teacher (in this case, the game will be more dynamic)	The essence of the game is that one learner should tell a story, and other participants in the course of the story should ask as many clarifying questions as possible. The task is to use introductory words and expressions when asking a question and answering it

At the same time, creative games (tasks) are aimed at developing the skills of coherent and logical presentation of information, the ability to argue, critically evaluate, and analyze. As a rule, tasks can include several different stages of work, during which the monologue and dialogue forms of speech will replace one another. Creative tasks include problem-oriented role-playing games, situation analysis, project activities, and others, which will be discussed in more detail in the section on educational technologies.

Recommendation! It should be remembered that every game that is used in the lesson should be carefully planned in advance.

The level of development of speaking skills assessment

In accordance with the program requirements, the level of a school graduate who is learning a foreign language at the basic level must correspond to level B1 (the threshold level of development of communicative competence in speaking), for example:

- in the field of monologue: the ability to build simple coherent statements about their personal impressions, events, talk about their dreams, hopes and desires, briefly justify and explain their views and intentions, tell a story or explain the plot of a book or movie and express their attitude to it;
- in the field of dialogue: the ability to communicate in most situations that arise during the stay in the country of the foreign language, without prior training to participate in dialogues on a familiar (interesting) topic (for example, “Family”, “Hobbies”, “Work”, “Travel”, “Current events”) [European language portfolio].

The level of foreign language proficiency for a graduate with specialized training must correspond to B2 level (pre-advanced level), which meets the world requirements for entering higher education institutions where training is conducted in a foreign language. This means that learners should be able to, for example:

- in the field of monologue speech: clearly and thoroughly express oneself on a wide range of issues of interest to him/her, explain their point of view on a topical issue, expressing all the arguments “for” and “against”;
- in the field of dialogue speech: without training, be able to participate in dialogues with native speakers of the foreign language, to take an active part in discussions on a familiar problem, to justify and defend your point of view [European language portfolio].

The final control of the quality of training of school learners in a foreign language is the final exams of the General State Exams (hereinafter GSE) for grade 9 and Single State Exams (hereinafter SSE) for grade 11. In both cases, tasks were

introduced to assess learners' skills in the field of oral speech. So, within the framework of the SSE, learners must complete 3 tasks:

1) read a text;

2) answer the interlocutor's questions (dialog);

3) speak out in the form of a monologue (message according to plan).

The oral part of the exam consists of 4 tasks:

1) reading a text;

2) the construction of interrogative sentences;

3) description of an image;

4) comparison of images.

Thus, the second task in both cases is associated with the control of dialogue skills of learners, tasks numbered 3 (GSE) and 3, 4 (SSE) are aimed at assessing the level of development of monologue skills of learners.

In both exams, the following criteria are put forward as evaluation: the solution of a communicative problem, the organization of an utterance, and language design. A communication task is a criterion for evaluating the ability of learners to fully and accurately reveal the subject of a message. This criterion can be called the most important, because if the communication task is unsolved, the entire task is evaluated at 0 points. Organization of a statement — a criterion aimed at evaluating the ability to construct a logical statement, to master the techniques of introduction to the topic of the message and summing up, to use introductory words and constructions. Language staging of an utterance is a criterion that allows a person to assess the level of formation of lexical and grammatical skills that underlie speaking as a complex speech skill.

Recommendations!

1. In the educational process, learners should clearly understand what the criteria for evaluating their performance are.

2. A teacher should:

• support learners' desire to speak the language they are learning;

• correct learners' mistakes during their preparatory exercises, and in the course of performing communication tasks — only if it is impossible to understand the statement without it; other errors are recommended to fix and discuss after the learner's speech is completed.

6.2.2. Teaching writing and written speech

The aim of teaching writing

The ubiquity of communication technologies in the modern world has changed the meaning of writing in everyday life. A huge part of the daily interaction of people with each other is carried out not in oral, but in written form. This also applies to business communication, which since the introduction of e-mail in the practice of professional activities also occurs on a written basis. The mass distribution of various mobile devices that support an Internet connection, social networks and messaging programs (messengers) has had a huge impact on the forms of interaction between people. In social networks, the written form of communication supports not only personal contacts between learners, but also creates groups for interaction, for example, a class, a learner group, or a professional community. This demand for written communication leads to the fact that skills in the field of foreign language writing are also in demand, as well as skills in the field of oral communication.

In the methodology of teaching foreign languages, two concepts are distinguished: writing and written speech, which are often used as synonyms. However, there are differences between them.

Writing is referred as:

• the techniques of writing;

• genre of written speech (for example, a letter to a friend).

Written speech is a form of speech associated with the expression of thoughts in writing.

In the process of teaching foreign languages, written speech is not only the aim of learning, but also acts as a means of teaching a foreign language and a form of control.

The main aim of teaching writing is to form a foreign language communicative competence in this type of communication activity, the requirements for which are specified in the Sample programs in a foreign language [Sample programs].

For example, a primary school graduate should be able to make excerpts from the text (words, phrases and sentences), write a greeting card with a New Year, Christmas, birthday (based on a sample), write a short letter to a foreign friend based on the sample.

In secondary school, learners must master the skills to fill out questionnaires and forms, providing basic information about themselves (first name, last name, gender, age, citizenship, nationality, address, etc.), write short birthday greetings and other holidays with the use of speech etiquette formulas adopted in the country of the foreign language, express wishes (30-40 words, including the address), write a personal letter in response to a letter-incentive with the use of speech etiquette formulas adopted in the country of the foreign language: provide brief information about yourself and request similar information about a friend by correspondence; express gratitude, apologies, request; give advice, etc. (100-120 words, including address), write small written statements based on a sample (plan).

As for the high school, its graduate at the basic level should be able to write simple coherent texts on the subject studied, an informal email, fill out a questionnaire, write information about themselves in the form adopted in the country (countries) of the foreign language, describe phenomena, events, present facts, expressing their opinions and feelings, express their point of view in writing within the subject of high school in the form of reasoning, giving clear arguments and examples. Learners studying the language at an advanced level should also be able to write a brief review of a film, book or play, make notes during the lecture, provided that the lecture has a clear and clear structure within the studied topic,

Express their point of view in writing within the program topics in the form of reasoning, giving clear arguments and examples, freely Express their opinion about the actual information within the studied topic, build a written statement based on several read and (or) listened to texts, transmitting their content and drawing conclusions.

The above given requirements are reflected in the content and evaluation criteria of the written part of the final examination tests: GSE and SSE [http://www.fi pi.ru/].

At the end of the ninth grade exam, learners must write a personal letter of 100-120 words, answering 3 questions proposed in the task.

At the end of training in the 11th grade, learners must complete 2 tasks. The first task involves writing a personal letter of 100-140 words. Learners need to answer 3 questions and ask 3 questions of their own.

Evaluating the work of ninth and eleventh grade learners on writing a personal letter involves taking into account the following criteria:

- solving a communication problem;
- organization of the text;
- lexical and grammatical design of the text – maximum rating;
- spelling and punctuation.

The key criterion is “solving a communication problem”, because if the problem is unsolved, the entire task is rated 0 points.

In addition to personal writing, as mentioned above, the ability of eleventh-graders to write essays is evaluated. In addition to such criteria as: solving a communication problem and organizing a text that coincides with the criteria for evaluating personal writing, lexical, grammatical, spelling and punctuation skills are subject to extended assessment. In addition, the graduate’s work is evaluated for textual matches, i.e. verbatim matches of a segment of written speech of 10 words or more. If the total amount of matches with the task text exceeds 30%, the entire task is rated 0 points. In this case, we can say that the learners ‘ ability to paraphrase the source text is evaluated.

Thus, we can say that the content of teaching writing and writing consists of several elements.

These are graphic skills, lexical and grammatical skills, spelling skills, punctuation skills, speech skills and skills. Learning to write is a complex and time-consuming process. In order to effectively teach this type of speech activity, it is necessary to understand what processes underlie it.

Written speech as a type of speech activity

"**Written speech** is a specific type of speech activity: encoding information with a graphical communication channel or generating speech in a graphic design" [Mirolyubov, 1982, p. 294].

The process of formation of written text – the product of written speech as a type of speech activity – largely coincides with the generation of text in oral form. This process is quite complex, because it combines two main stages. The first stage is associated with the selection of lexical, grammatical, phonetic means for the design of thought, and the second involves exposing it in a certain graphic code.

Internal pronouncing is of great importance when making a statement in writing. In the process of generating an oral utterance, internal pronouncing serves as an intermediate link between the image of the word and its utterance aloud. When making a statement in writing, the writer imagines complexes that are subject to fixation, and then correlates them with the corresponding graphemes (when writing from hearing) or first perceived graphemes that relate to phonemes (when writing based on printed text) [Galskova, Gez, 2004, p. 247-248].

Written speech differs from oral speech in the following ways:

- irreversibility (in oral speech, you can make adjustments depending on the conditions in which communication takes place);
- speed of creation (it takes more time to create a written text than to generate an oral statement);

• speed of perception (it also takes longer to read written text than to decode spoken text);

• isolation from the addressee (the author of a written text does not always know who will read it);

• the density of the message (in the oral form of communication, deviations from the topic, clarifications, etc. are more common);

• organization (the written message has a more clear, thoughtful structure due to the fact that the author can return to his text, edit it, while the oral text is presented once);

• normativity (written utterance implies more precise adherence to the norms of the language, while oral speech may reflect individual articulatory features of the speaker, have truncated, elliptical constructions, colloquial turns, etc.);

• duration of skill formation (it is easier to learn to speak a language than to master its written form) [Solovova, 2008, p. 188-190].

Teaching writing techniques

In the process of teaching a foreign language at different educational stages, attention is paid to the formation of spelling skills and writing skills. However, at first, learners need to master the writing technique, which includes learning the graphics and spelling of the foreign language.

Teaching foreign language graphics goes in parallel with the development of grapheme-morpheme correspondences, since the process of mastering the language by the graphic system is associated with the process of learning to read.

Graphic (from Greek. grapho – write) is "a set of basic descriptive means (letters, letter combinations, diacritics) for the image of sounds and sound combinations of the language on the letter, one of the composite skills of the writing technique" [Azimov, Shchukin, 1999, p. 64].

At the stage of learning graphics, graphic skills are formed related to recognizing the letter and the sound transmitted by it, the correct spelling of the letter.

Graphic skill — the skill of writing letters and combining them into syllables or words [Azimov, Shchukin, 1999, p. 64].

When learning English, German, French, Spanish, and other languages based on the Latin alphabet, learners whose native language is based on Cyrillic will have certain difficulties, justified by the influence of inter-and intra-language interference. Using the example of English, we can talk about the influence of interlanguage interference when learning the following letters of Russian and English: *AA - Rr*, *Yy - Yy*, etc. the Influence of intra-language interference is expressed in the difficulty of mastering the spelling and perception of the letters: *b-d*, *p-q*, etc. The process of learning a foreign language graph should be built with this circumstance in mind.

Getting acquainted with the letters of the target language is recommended, not based on alphabetical order, but based on the frequency of use of the letter in the words already studied. The order of letters in alphabetical order is learned when all the letters are already familiar to learners.

At the stage of familiarity with the letter is necessary:

• name a letter;

• introduce what sounds it can transmit;

• demonstrate its use by using familiar words;

• demonstrate the uppercase and lowercase spelling of the letter;

• show the way to write the letter.

Here are examples of exercises for recognizing and writing letters.

• Letter recognition:

- name the uppercase letter shown on the card;

- name the lowercase letter shown on the card;

- find a card with the desired letter among other letters;

- find the specified letter in words;

- guess the letter from an incomplete image;

- guess the letter written in the air, etc.

• Writing a letter:

- circle the letter with dots;
- add a letter;
- capitalize the letter several times in uppercase and (or) lowercase versions;
- copy letters from the blackboard (course-book);
- write only uppercase (lowercase) letters;
- write the letter according to the spoken sound;
- write letter dictation, etc.

For beginners to learn a foreign language, it is also extremely important to learn how to match sounds with their expressing letters and letter combinations as soon as possible, since this skill is associated with the success of learning to read and spell. Here are examples of exercises at the level of letter combinations and words.

• Recognition of letter combinations (words):

- find a combination of letters that pass the diphthong;
- show the specified letter or word combinations;
- add up so-called letter combinations;
- show letter combinations corresponding to the specified sound;
- find the specified words in the text, etc.

• Writing letter combinations (words):

- rewrite letter combinations by pronouncing the sounds they transmit;
- record combinations of letters (words) by ear;
- add letter combinations that transmit the specified sounds;
- add up the letters of a word;
- write combinations of letters (words) under dictation, etc.

Recommendations:

• pay attention to the correct hand movement when writing the letter;

• do not enter letters in alphabetical order, it is better to proceed from the frequency of use of letters in the studied words;

• use various visual tools in your work: a split alphabet, cards, a blackboard, and drawings.

As for spelling, learning it is largely related to learning how to read words correctly. As you know, all words of a foreign language can be divided into 4 groups:

- words that are written based on the phonetic principle;
- words containing unpronounceable letters or combinations of letters;
- words containing typical letter combinations;
- dictionary words.

Orthography (from the Greek. orthos - correct and grapho - write), or spelling, is a system of rules that determine the uniformity of ways to convey speech (words, their forms and significant parts) in writing [Modern encyclopedia, 2000].

Perhaps the easiest to learn are the words of the last group, which you just need to remember. The success of mastering the words of the other groups will depend not only on memorizing the words, but also on how well the sound-letter correspondences are learned.

Work on the formation and maintenance of spelling skills is relevant at all stages of learning a foreign language. The following exercises can be used for this aim:

- group words by various attributes (phonemic correspondences, rhyme, presence of unpronounceable sounds);
- finish written words;
- insert missing letters;
- to write down words-homophones;
- rewrite text with difficult words;
- write a dictation dictionary;
- write off words;
- find and correct spelling mistakes;
- write words to the corresponding rule, etc.

It should be noted that all lexical and grammatical exercises performed in writing contribute to the formation of spelling skills. In addition, you can offer

special tasks for copying text (text fragments), both simple and complicated by additional tasks (underlining, filling in gaps, etc.), as well as a variety of spelling games (crosswords, lotto, etc.) and dictation (auditory, visual, visual-auditory, self-dictation).

As noted above, basic writing skills are formed at the initial stage of language learning. In subsequent classes, the formed skills are fixed and improved.

Teaching writing

Preparatory and speech exercises are used to develop learners' ability to generate written texts.

Preparatory exercises are aimed at developing learners' skills to work with a ready written text: determine the logical scheme of building a written text, use different methods of compression of the text, keep records of various types in a foreign language. For example, the main tasks in learning to keep records will be building a logical sequence, peripherals, compression or expansion of the text during exercises such as:

- write out keywords from the sounding text;
- underline keywords in the text;
- create a text plan;
- make a short or detailed plan of the essay;
- rephrase the sentence;
- add your own suggestions to the text (presentation with essay elements);
- express the thought of a paragraph in one sentence;
- record the required information;
- create a graph (diagram memory, table) based on information from the text;
- continue the started sentence, etc.

These examples of exercises serve as the basis for teaching learners to create their own texts of different genres. It is important to teach this from primary

school. During school life, the degree of independence of learners and the volume of written texts generated by them change.

At the initial stage, more attention is paid to writing sample texts, as well as tasks for text compression and description. For example:

• read a letter (postcard) and write something similar;

• add your impressions of the postcard (letter) to the text …;

• make a text plan;

• based on the text you read (listened to), describe your pet, etc.

At the middle and senior stages of training, tasks are very diverse. For example:

• tasks for text compression:

- make a summary of the text,

- make a detailed plan of the text,

- write a short biography of the main character,

- write a resume,

- make up the abstracts of your report on project work, etc.;

• tasks for text extension:

- complete the text with the specified words (turns),

- write a continuation of the text,

- from a brief biography (summary) of the hero, make a story about his life,

- write an essay (essay, story) according to the plan (theses), etc.;

• tasks for paraphrasing:

- say the same thing in other words,

- find synonyms for words and phrases,

- give a definition of the word,

- retell the text, avoiding the use of ... words, etc.;

• tasks for development building a logical sequence of written statements:

- describe the image,

- write a story based on comics (pictures),

- continue the paragraph,

- make a text from the suggestions,

- write an essay about how the events of the story could develop in the future,

-write an essay on the given topic,

- come up with a story with the specified words, and so on.

Recommendations:

- offer learners a variety of writing tasks;
- use group forms for working on tasks;
- use a variety of visual AIDS to stimulate writing: videos, music, and images.

Methodological tasks

Reading

1. Express your views on the following issues. Explain your statements.

a. What, in your opinion, are the conditions necessary to ensure the maximum transfer of mature reading skills from the native language to the foreign foreign language in the educational process?

b. If learners are motivated to read in the language they are learning, will this help improve reading and expand its range in their native language? How can you justify this?

c. How do you think the distribution of audiobooks affects the development of reading, regardless of language?

d. What reading mechanisms are developed by the "Listen and read" exercise? Why is this type of work only used in course-books for the initial stage?

e. Analyze your own experience in teaching reading, highlight what presents difficulties and what ensures the productivity of this type of communication activity.

2. Working in pairs, define the following concepts by completing the following sentences.

a. Reading in a foreign language is a process...

b. Reading technique is...

c. The basic skills of semantic processing of the read include…

d. Introductory reading is aimed at...

e. Learning reading is...

f. Viewing reading assumes...

g. The main indicator of the reader's maturity is...

Select 2-3 texts in the language you are studying from different sources (fiction, mass media, etc.). Analyze these texts and justify them:

- select text for a specific audience;
- what types of reading skills should be developed on this material;
- basic techniques for working with text.

Listening

1. Answer the following questions. Explain your answers.

a. What are the linguistic and psychological characteristics of listening as a type of speech activity and a method of speech communication?

b. What factors determine the success of listening training?

c. what skills and abilities are the basis of listening as a type of speech activity?

d. how are the aims of teaching foreign language listening presented?

e. Sample programs for primary, primary and high school education?

f. what types of listening distinguish and what are the features of each of them?

g. Stages of working on the audio text, corresponding to each stage of the task and exercise.

h. what tasks do preparatory exercises solve in the process of learning foreign languages?

2. Working in pairs, define the following concepts by completing the following sentences:

a. the aim of listening is...

b. the aim of teaching listening — ...

c. the result of listening is...

d. levels of understanding of the audio text: ...

e. distinguish the following stages of working on an audio text: ...

f. the basic skills to understand the main content of information by ear include skills...

3. **Working in pairs, formulate the main distinctive characteristics of listening exercises. Fill in the table and discuss the results in a group.**

Distinctive parameters	Language exercises	Speech exercises
Orientation of learners' mental activity on ...		
The aim of the listening exercise		
Conditions for auditory perception of an audio text		

4. Pick 2-3 extracts from the text for the secondary school. Justify the criteria for selecting these texts, predict possible difficulties in their perception by high school learners with a low level of language training, and offer tasks that remove these difficulties.

5. Select and analyze the audio text for primary school in the language you are learning. Determine the sequence of working with it in the class.

Speaking

1. Read the tasks in the "Speaking" section in state educational standard (SES).

2. Analyze the criteria for evaluating the oral response and use.

3. Complete tasks in pairs (one performs, the other evaluates according to criteria, then switch roles).

4. Analyze the state educational standard (SES) for grade 9 and 11 (from the list of recommended course-books. Find the tasks that allow you to prepare for the oral part of the exam.

5. Come up with tasks for teaching dialogue and monologue (preparatory and speech) based on and without relying on the text for elementary, middle and high school learners.

Writing

1. Read the tasks in the “Letter” section in state educational standard (SES). Find tasks that allow you to prepare for the written part of the exam.

2. Think about what difficulties may arise when learning graphics. Come up with techniques to remove them.

3. Analyze a section of one of the course-books for elementary (primary, secondary) schools and choose 15 words to learn. Come up with exercises to help learners remember the correct spelling of these words.

4. Prepare writing tasks for elementary (primary, secondary) school learners.

SECTION 7
THE TECHNOLOGIES OF TEACHING A FOREIGN LANGUAGE

7.1. Educational technologies in the teaching process on a foreign language

Educational technology: concept and semantic value

Educational technology is interpreted in didactics and methodology of teaching foreign languages as a set of methods of the teachers (ways of scientific organization of labor), which ensures the achievement of the lesson learning aims with the greatest efficiency for the lowest possible to achieve them in the time period [Shchukin, 2007, p. 262]. The concept of "technology" associated with the organizational and technological level of the educational process and educational technology is a system of interrelated actions (methods) educational activity of the teacher and the educational-cognitive activity of the learner, aimed at solving educational and cognitive tasks, implementing personal and tools to achieve educational aims.

In the context of the modern concept of teaching foreign languages, it is necessary to talk about personality-oriented educational technologies designed to create conditions for the personal development of the learner as an aim, result and absolute value of language education. The educational situation in which these conditions are formed is called a "developing situation". Its creation presupposes the productive nature of language education.

Productive education is the development of learners' cognitive and creative abilities, the disclosure and realization of their creative potential, and the formation of a creative personality. Unlike the informational-reproductive education paradigm, which is based on the model of transfer learner ready knowledge and historical experience, productive education aimed at holistic development of the personality, capable to learn a single socio-cultural picture of the world in the creation of its own educational products simultaneously with its inclusion in scientific and cultural-historical processes as a full member [Khutorskiy, 2000;

Koryakovtseva, 2010]. Thus, the learner ceases to be only a "consumer" of knowledge, s/he becomes an active creative participant in the educational process.

An important characteristic of productive education is its creative component. Creativity can be viewed in two aspects: as creativity (creating your own educational product, constructing personal knowledge) and as creativity (freedom to choose content, finding ways to solve problems, discovering new things).

Based on the creative nature of productive education, the focus on the "discovery" of new knowledge for learners, the accumulation of new experience in the use of this knowledge, new ways of learning, their own educational product, which has a personal meaning for the learner, — this is mainly an informational product (expressed in text form), for example, research, writing, solving intellectual creative tasks, own reference material, reviewing various sources, including Internet resources, analyzing a specific situation (situational analysis), filling out a portfolio with samples of their work, writing a report on certain events, a story about a situation (real or imaginary) , etc. It is important to emphasize that in the course of creating a personal educational product, the learner's personal development occurs due to the accumulation and expansion of personal experience: cognitive experience, interaction experience, sensory experience, value-oriented experience (interests, needs), experience of creative activity and self-realization (creativity in education and education in creativity), experience of reflexive activity, reflexive self-assessment and self-knowledge.

A personal educational product is an informational and textual product of research, creative, practice-oriented, educational and reference nature, as well as methods (techniques) of educational and cognitive activity that provide learners with independent work.

Recommendations! It is not necessary to absolutize the personal educational product in the context of productive education and assume that it is exclusively "own" product received by the learner (this does not mean self-learning). Pedagogical support of the teacher is extremely important, although it takes on a different character: assistance, advice, joint creativity.

The main criteria for the effectiveness of a person oriented productive educational technology include:

• modeling the real context of life activity and the situation of speech communication, including the learner in this context as an active subject, creating conditions for the learner to "live" the simulated situation and realizing his personal potential;

• orientation on independent acquisition by learners of knowledge and skills in order to solve a specific problem and accumulation of experience in their use in activities;

• freedom of choice of ways and ways to solve it in order to create conditions for self-expression and self-realization of the learner;

• reliance on affective (empathic) qualities of the person;

• development of educational and cognitive activity and mastering the methods and system of this activity as the basis for independent development of the learner;

• focus on creating a learner's personally significant educational product;

• interaction and joint creativity of learners in the process of solving a cognitive problem;

• reliance on reflexive self-esteem and the development of learner autonomy in educational activities as a personal quality.

The main types of productive technologies for teaching foreign languages

Productive technologies of learning are creative, constructive and creative technologies that provide learners with the acquisition of a foreign language in the process of their inclusion in the socio-cultural context of life.

From the point of view of the leading type of educational activity and conditions for teaching foreign languages there are two main types of technologies:

• interactive;

• projective research.

Interactive technologies model the context of oral speech communication and are designed to organize oral speech interaction of learners in educational settings. They provide oral speech practice, development and experience of using communicative skills of dialogue and monologue speech, listening skills and adequate reaction in the process of communication, strategies of social interaction, culture of interpersonal communication, mastering sociolinguistic and socio-cultural features of interpersonal communication.

Projective research technologies involve the creation of a certain personally significant educational product for learners and are intended for use in the classroom and in extracurricular activities. They provide consolidation of the acquired knowledge and skills, as well as practice in their use, the interrelated development of all types of speech communication and their application in a real situation, interaction in a team during the implementation of a project or research task, the development of reflexive skills in the field of foreign language communication and methods of educational activity.

Each type of technology is divided into specific types (Table. 7.1), which will be described below.

Table 7.1 Types of technologies for teaching foreign languages in relation to their types

Types of technologies	**Forms of technologies**	
Interactive	Imitative (scenic)	Simulation of an imaginary situation) Drama Role play
	Modeling an authentic speech situation	Problematic discussion Business game Case analysis
	Based on games	Linguistic Communicative game Scenario game
Projectively-research based	The solution to the problem of linguistic (language, text) task Project technology Technology “Language portfolio”	

As shown in the table, interactive technologies are divided into imitative, scenario (imitative modeling – the term of N.I. Gez), offering an imaginary context (scenario) of speech communication, modeling an authentic (or close to authentic) context of speech communication, and gaming. Let's look at these technologies in more detail.

The following are included to imitative (scenario) technologies (Table. 7.2): creating an imaginary speech situation (simulation); drama; role-playing game (action role play). It should be noted that it is difficult to draw a strict distinction between these technologies, especially between drama and role-playing games. Therefore, often in the methodological literature, you can find the use of these terms as complementary to each other. In fact, all these technologies involve creating an imaginary situation in which learners act "according to the script" in the proposed circumstances, performing a certain imaginary role. The difference is in the degree of set and freedom of choice of behavior and improvisation, independence of participants in determining their own or a given position in relation to the situation, in creating conditions for performing the role of a participant in interaction, detailed description of the scenario of a speech situation, updating the game component and dramatizing the context of communication (N.I. Gez, M. Fleming, A. Maley, K. Jones, C. Livinstone).

Modeling interactive technologies due to their complex, integrative nature are used at the stage of speech practice. In the process of their implementation is crucial to the selection of topics, relevance of the problem for learners (given their individual age, motivation, interests), the presence of conflict, intriguing, controversial and other elements that provide the problematic nature of the proposed speech situation and the appropriate level of motivation. The content of interactive technologies is also important socio-cultural element culture of communication, ability to listen, ability to express or control emotion, engagement strategies, specific to a particular national culture (establishing contact, the beginning and the end of the conversation, the expression is categorical, the ability to interrupt, pauses, etc.).

Problem situations involving the resolution of a specific problematic case or conflict are situations of real life that exist near us. By observing their learners, the teacher can draw these authentic situations from everyday life, adapting them to the program memory theme.

In contrast to a simple conversation, discussions and debates assume not only communicative, but also social competencies that ensure successful social interaction, such as the ability to understand and accept the interlocutor's position, tolerance towards the opposite position, the ability to avoid conflict, reach consensus, etc.

Table 7.2 Characteristics of imitative technologies

Types of technologies	Brief methodological commentary	Examples of tasks
Simulation of imaginary situations)	1. The teacher describes an assumed (imaginary) situation in which learners perform a certain functional role and solve a certain communicative and semantic task that provides interaction in a small group in the proposed circumstances. In this case, only the conditions of the simulated situation are imaginary (simulated) ; the solution of the communicative and semantic task is carried out by the participants themselves from the position of their own assessment and personal meaning, the choice of behavior strategies and the resolution of the situation. 2. Modeling of imaginary communication situations	"High school learners are invited to develop a training program for volunteers to work at a World Football Cup". "You are top planners in the local authority's Community Development Project and you are expected to design a community center".

	is often carried out using the so-called pedagogical metaphor, which offers learners a situation related to a famous book, film, popular song, etc. 3. At the advanced stage of training, situations modeled on the type of "Soap opera", "Talk show", scenario of children's and youth intellectual competitions can be used	"If you were learners at Hogwarts School". "If you accompany Alice in Wonderland". "Putting on a contest show"
DRama	The teacher uses social, socio-psychological situations typical for the age of learners, which contain a certain problem, conflict component that requires resolution, and offers learners a General scenario (description) of this situation. Learners play out (dramatize) this situation from the position of the role of participants and to a certain extent their personal assessment, trying to find ways to resolve it. The roles of participants proposed or chosen independently in these circumstances are not strictly prescribed and do not determine behavior. Drama involves a significant degree of improvisation on the part of the participants, their own line of behavior	"Animating" — "Moving pictures", "Talking statues", "Robots", "What are they doing?", "Every picture tells a story", "Hidden emotions". "Improvisations based on reading materials" — "Hot off the press" — improvising an interview or a chat show with the journalist". "Second opinion", "Role-playing the characters of the story". "Visualising" — a silent video scene, a music picture, a script for a fi lm (devised by learners)
Role play	The teacher describes the communication situation, indicating the	"Both sides of the questions" Possible conflict

	circumstances, conditions, problem and roles of participants, indicating their main characteristics (age, social status, character traits) and their attitude to this situation and its problem, thus directing (prompting) the communication participants to the possible semantic content of this situation, which they should play out from the position of the given role	situations: an adolescent returning home late at night to find an irate parent waiting up for him or her; two parents blaming each other for their child's bad results at school; a learner being told off by a head teacher when he or she has been caught smoking. "The journalist investigation" The learners read about a strike and then imagine they are one of the strikers being interviewed by a journalist. The learners read about a car accident which is being investigated, etc. "The panel discussion "Are Zoos Cruel"?" Learners read articles and see video reports expressing different points of view and role-play members of the panel with different attitude to the problem

Discussions are informal flexible form of speech communication, during which participants exchange opinions, available data, their own experience, etc.

Debates are formal situation involving analysis of facts, argumentation of one's position, awareness and certain experience of participants in the relevant subject area.

Conducting a discussion or debate requires careful preparation. It is important that they do not turn into a question-and-answer work or a simple conversation.

Tasks like “Discuss a topic” or “Comment on facts” are not always motivating enough. More effective are tasks that contain contradiction, uncertainty, ambiguity, “mystery”, intrigue, for example, the tasks “Are you ready to agree”, “Can you defend this point of view”, as well as the inclusion of a certain role element — “optimist — pessimist”, “defender — opponent”. Here are examples of tasks of a problematic nature (for discussions and debates):

• *“Public images and private lives”*

Do we pay too much attention to public images? Is the image one projects only important in public life, or is it important on our relationships with our friends and families as well? Can one succeed — socially or in a job — if one has got «the right image»?

• *“How honest are you?”*

Is being honest dull? Do all children steal at some age? How should they be treated when they do? Are lies detectors morally acceptable in the fight against crime? “You design a school newspaper or a radio program for a certain event (occasion)”. “You are holding a meeting to decide on raising a charity fund for disabled children”. “You are expecting an exchange visit of school pupils from London. You are working out the program of their stay in your city”.

The technology of case analysis, or situation analysis (case-study — decision-making), provides for the analysis of a specific subject problem situation based on available data, joint discussion of the information received and making an agreed decision on the problem. The following tasks can be used as examples:

“A young British ESL teacher in Thailand faces the case of learners’ drug abuse in her class — How can she manage this situation professionally and humanely?”

“A school library trust fund deciding on compiling book collection for supplementary education in a particular discipline”.

Situational analysis involves the use of strategies for reasoning, argumentation, and justification of one’s position. Its organization involves certain

stages of discussion in small groups, consistent generalization of the results of the discussion and formulation of an agreed decision [Averyanova, 2007].

• Organizational stage of working on the case:

- familiarity with the content of the situation (based on printed (oral) materials);
- preliminary discussion of the situation-presentation of participants-summary;
- forming small groups — choosing a line of behavior — choosing a leader;
- teacher comments about the total amount of work.

• Working stage of case analysis:

- detailed study of the situation by participants;
- analysis of the situation in each subgroup — discussion — decision - making — development of the results presentation plan;
- a statement the leaders of subgroups;
- comparing the results of subgroups.

• Final stage of working on the case:

- making the final, most effective decision;
- summarizing the situation;
- comments from participants in the situation;
- teacher comments;
- teacher's assessment of each subgroup's performance.

Business game is a technology that should be used in a specialized school. Taking into account various issues in the organization of a business game, as in a simulator, the conditions of a professional or profile-oriented situation are modeled, in which learners perform appropriate functional roles in order to solve a specific problem. Here are examples of training tasks for organizing a business game: "Self-government day in your school-making a decision about the program memory"; "Job fair: presentation of vacancies and making a decision on choosing a carrier".

Interactive gaming technology has a unique formula: “Passion plus learning”. This formula is implemented in the course of solving a problematic case included in the game, and the interaction of learners in the process of solving this problem. It is obvious that emotional involvement in the game increases the level of motivation of the learner to perform appropriate language and communication actions.

A game for a person is a recreation of human activity, in which it is distinguished from its social, actually human essence — its tasks and norms of relations between people [Elkonin, 1978].

Unlike role-play game, which is based on a certain scenario played out the situation is complex and multiaim nature, the teaching of foreign languages widely used language and communication games in which learners are offered more straightforward language (linguistic) and communicative tasks (Table. 7.3)

The use of interactive technologies suggests the special role of teachers acting in different roles:

• the organizer of the situation, preparing the language content, information and content base, auxiliary materials, etc.;

• developer of a General scenario of the interaction situation, preparation of appropriate supports, “tips”;

• a participant in the interaction in the proposed circumstances and a carrier of reference speech and behavior;

• the participant and the partner for joint assessment of the completed action.

Recommendations! It should be remembered that in the framework of interactive technologies, the teacher does not dominate; his/her role is determined by the rules of mutual cooperation according to the formula “Let’s learn together”. It is essential for the success of interaction to have a preliminary mutual discussion of the expected result of solving the problem and agree on the criteria for its evaluation, taking into account not only the skills of foreign language speech communication, the quality of the language, but also possible improvisation, initiative, independence of participants, etc.

Table 7.3 Language and communication games

Game type	Brief description of the game Examples of tasks	Examples of tasks
Language games	• Based on the "Discovery" by learners of important linguistic features (form, meaning, usage) of a language unit and the correlation of these features with the meaning; • the educational task is combined with a game, competitive, creating an informal atmosphere of "Opening the language" and "Actions with the language"; • learners' attention shifts from linguistic knowledge itself to using this knowledge to solve a game problem; • they are usually of an aspect character-lexical: phonetic (spelling) and semantic, grammatical (related to a certain grammatical meaning)	Lexical games Hangman-The Gallows. Chrysanthemum (Hidden words) - Chrysanthemum (Find words). Odd word out - Find an extra word. Charades-Charades. Collage (e.g., A to Z Banquet — names of food) — Dictionary collage (for example, "Banquet from A to Z" — names of food). You'll Never Guess! — You'll never guess!" Grammar games Alibi (Past Continuous) — Alibi. Desert island (Future forms) - an Uninhabited island. History quiz (Geography quiz — articles) — Quiz (on history, geography). Tell the truth (models) — Tell the truth. Things could be different. Things could have been different. (conditionals) - Everything can be different. It could have been different
Communicative games	• Set learners a simple communicative task related to understanding (clarifying) or transmitting a simple semantic message, on which the performance of	In speaking Let's assume that... Picture story (Looking out of the window) — a Talking picture. Chain story (Snowball story) — the Story is a

	the game action depends; • communicative actions become a condition for the success of the game (pair, group, team); • by the nature of communicative actions, communicative games in speaking, listening, reading and writing are distinguished, as well as games involving the interrelated use of receptive and productive communicative skills	snowball. Story in a Bag (Out of the Hat) — A hidden surprise story. Silent Film — Silent film. Breaking the ice (Find someone who ...) - Break the "ice of silence" (Find a person who...). Time machine (Back to the Future) — time Machine (Back to the future). In listening Rumors-Conversations-gossip. Don't you Remember? (Cross Examination — - Don't you remember? (Interrogation) Jigsaw listening-Collect the puzzle. In reading "Reading Maze" - A Maze. Jigsaw reading - Collect the puzzle. Reading parallel texts (Analogies) — Reading parallel texts (Analogies). In writing Advice Column — advice Column in the newspaper. Letters to a newspaper-a Letter to the newspaper editor. E — mailing-Electronic correspondence. Parallel texts (Analogies) — Parallel texts (Analogies). Short Story Nightmare — a short history of "Nightmare".

		Predictions-Predictions. A Story of Your Life — the Best event in your life
Scenario (intellectual) games-competitions	• Intellectual competitions in which learners are asked to solve cognitive problems from different areas of knowledge using the language they are learning; • in the process of solving a problem and finding the right answer, learners build an argument for their decision; • the scenario (rules of conduct) of the game-competition involves the interrelated use of receptive and productive skills necessary in the course of conducting a discussion, arguing your position and understanding the position of other team members, searching for and justifying a decision	"Smart and clever". Club of merry and quick to answer fellows. Brain-ring (Brainstorming). Quizzes. Olympiads

As noted in the table, projective research technologies include the solution of problematic linguistic research (language, text) tasks, project technology, and the "Language portfolio" technology. Let's briefly describe them.

The technology for solving linguistic problem-search problems is based on the following key provisions:

• the content of the problem and its main features are: the presence of a cognitive problem, an educational task to search for new knowledge, a method of educational activity; a predictable product (result) that is relevant to the personal cognitive needs of the learner; an affective (empathic)

component, “living” a certain subject situation and creative self-expression of the learner;

• educational and cognitive activity of learners is self-directed, search (research), reflexive, creative;

• the product of educational and cognitive activity is independently obtained subject knowledge (skills), developed ways to solve a cognitive problem, a certain text (material) product.

Within the framework of projective research technology, two groups of problem-research tasks can be distinguished: linguistic, related to the study of a language phenomenon and its meaning, and textual, related to the interpretation of the meaning of the text, including the linguistic and cultural component based on a broad philological (historical and cultural context of country studies (Table. 7.4). These tasks, along with mastering the language proper, also contribute to the formation of special educational skills in learners: compensatory, semantic, linguoculturological, etc. [Koryakovtseva, 2010].

Project technology directly links the process of mastering a foreign language by learners with its actual use. This means that the knowledge, speech skills and abilities that are mastered in the educational process are no longer "nobody’s", "separate", they are organically assigned by learners, and the focus on creating a project as a personal educational product makes this process personally significant and motivated for each of them.

Project technology “...assumes a set of research, search, problem methods, creative in essence” [Polat, 1999, p. 58].

Table 7.4 Research problems and examples of tasks

The nature of the tasks	Examples of tasks
Language tasks	• Selecting the appropriate meaning from a number of suggested lexical units (contrasting pairs, similar lexical units, mixed grouping) in order to adequately express the meaning in a particular context; • grouping lexical units based on the

	meaning of word-forming elements (word-forming maps), “Word-forming tree” - spider, snake; • language quizzes, tests, and other problem situations based on guessing (determining) the meaning of lexical units based on linguistic (contextual) features; • grouping (categorization) of language tools by various characteristics (compatibility, lexical-semantic group, dictionary family, synonymy, opposite meanings, thematic series, conceptual series, communicative task, etc.); • building (filling in) charts, tables, scales, graphs, semantic maps, etc. according to certain formal, logical, semantic, communicative-functional, and other characteristics; • linguistic puzzles, games for deducing (generalizing) a linguistic rule (“Solve the problem”, “Make a discovery”); • semantic lexical schemes — “Semantic tree”, associative maps; • linguistic problems based on synonymy, compatibility, opposite meanings, close meanings, polysemicity, and other semantic characteristics (“Find similarities”, “Explain differences”); • choosing (substituting) adequate language tools in the context (speech situation) (find a semantic solution)
Tasks based on texts	Tasks for restoring information omissions (restoring text): • text lotto, • restore text from disparate parts — text mosaic, • fill in gaps in the text with appropriate paragraphs - find matches, • event reconstruction-restoring the beginning of the text, • restoration (addition) of the narration — completion of the text.

	Tasks for information inversion: • grouping facts by various criteria (relevance, importance, etc.), • combining facts (events) in a sequential semantic series, • expansion of text, • reconstruction of the text according to the logical-semantic chain (chronological, cause-effect), • using (transferring) information from parallel texts. Tasks for excessive, incorrect, or contradictory information: • differentiation of information — news and comments, facts and fiction, exaggeration or inaccuracies, etc., • eliminate redundant information and shorten text, • identification of missing information, information omissions, • identification of contradictory, incorrect facts (information, judgments), • select from the text (s) of funny (improbable, strange, etc.) facts for the humorous page (punch lines). Problems, the information game: • problem solving — "why?", "How can you explain things?", "What is the mystery hero?", etc. • preparation of information material quiz on the text (test), • retelling an old fairy tale in a new way, • drawing up a "diagram of ideas and facts", a logical and semantic map of the text for subsequent use of information, • reading two (or more) texts on the same topic (issue) and highlighting problematic issues for discussion. Authentic information tasks: • referencing one or more texts, • critical evaluation of information, review of the text, • preparing an overview of information,

	• selection and analysis of necessary data, • information projects (different types)

The design technology has specific features (Table 7.5).

Table 7.5 Main characteristics of the project technology

Socially oriented nature	The project and research activities of learners are included in the real situation of socio-cultural reality.
Practice-oriented character	The project task is aimed at creating, constructing, and researching a specific project and its application in the educational process
The problematic nature	The project task contains a problem, the solution of which motivates the learner's research activity
Complex interdisciplinary nature	The project task involves the study of data from different areas of subject knowledge and is aimed at mastering a complete set of subject, communicative, educational skills
Educational and research character	The problem task involves the development of learners' methods of educational and cognitive, information and research activities, the development of educational and cognitive competence
Personal-motivated, self-managed nature, freedom of choice and decision-making	The project task should be a personal meaning for learners, its implementation is based on the initiative, interest and responsibility of learners and is regulated by learners at all stages
Interaction and collaboration	The project task is performed during and on the basis of mutual participation and cooperation of all subjects of the educational process
The creative nature	Project task involves creative activities, and engagement of each learner and mutual creativity

Projects can be focused on creating various types of products by learners, which range from children's illustrations and captions under pictures, collage, observation diary to research real cultural and historical problems and specific sociological research, writing a script for their own film, complex interdisciplinary projects, etc. By the nature of this product, the following main types of projects can be distinguished: constructive and practical projects, game-role projects, information and research projects, projects based on the type of specific sociological research, publishing projects, scenario projects, creative works. For each type of project, its own tasks are formulated (Table 7.6).

Table 7.6 Project tasks in relation to project types

Types of project	Examples of project tasks
Constructive and practical	Keeping a diary of observations, developing and describing experiences (experiments), designing and justifying the design of a school newspaper (magazine)
Based on games and role -playing	Playing games, dramatizing or composing your own play, making a quiz, etc.
Information and research	"English and its use as a language of international communication", "Study of a region or a country", etc.
Sociological	"The influence of American and British culture on the way of life in my country", "The attitude of foreigners to my country", "The use of English in my country, in my city", "Risk groups"
Based on publishing	"Portrait of my class", "Radio program", "School wall newspaper"
Based on scenario	"Organization of the meeting club", "Evening of English language and culture", "Talk show"
Creative	Free literary work (fairy tale, story, comic, etc.), literary translation of the work into the native language

Regardless of the type of project and stage (level) of foreign language training, the General scheme of the content and structure of the project work can be presented in the following way (Table 7.7).

Project technology is organically combined with any course-book (EMC) and other educational tools. The choice of topics and specific problems for project tasks at any stage (level) of foreign language acquisition is practically unlimited, since the teacher together with learners can always find aspects within the program theme that will reflect personally significant issues for them.

Recommendations:

- in order to interest learners in a project task and create conditions for organizing work in a study group, the teacher should discuss with them what real interest and practical meaning this project can represent for them, encourage discussion with them about what direction it can develop, so that they themselves determine what and how much they are interested in the project task ("Brainstorming"" in order to find a problem);
- to set a problem, stimulate learners' interest and justify the real significance of the project, you can use preliminary reading, viewing (listening) to various audio and video materials, questionnaires, problem tasks and other types of so-called information stuffing, as well as organize preliminary excursions, debates, visiting or inviting famous people to the class, etc.;
- during project implementation, the teacher should transfer responsibility for the project to the learners and become an equal participant in the work on the project.

The use of technology "Language portfolio" is due to the general tendency of switching the focus in language education with the concept of "Language learning" concept "Learning a foreign language", i.e. self-educational activity of the learners.

In Uzbekistan, based on the concept of the "European language portfolio", Uzbek versions of language portfolios for general education schools (primary, secondary and senior levels) were developed: the European language portfolio. Familiarity with languages (for children 7-10 years old) [2003], European language

portfolio for secondary schools (11-14 years old) [2004], European language portfolio for senior classes of General education institutions [2001].

A language portfolio (hereinafter – LP) is a set of working materials that represent the experience and result of a learner's learning activities in mastering a foreign language (s). they allow the learner to independently and (or) jointly with the teacher to analyze and evaluate the volume of work and the range of personal achievements, the dynamics of mastering the foreign language, and the experience of educational activities.

Table 7.7 Structure and content of the project work

Stages of project activity and its content	Activity of the teacher	Activity of learners	Result of project activities
Aim setting — search, discussion, and decision-making about a problem, aim, aims, and final product	Indicates the range of possible problems, alternative aims and tasks, and orients learners to a possible final product	Discuss in the group (and with the teacher) the problem, aim and objectives, final product, evaluation criteria, determine the direction of project activities	Problem selection, aim setting, definition of the final product and evaluation criteria, direction selection, task setting
Organization and planning	Advises, provides assistance, shares experience	Draw up a general plan and a step-by-step program with an indication of intermediate results, types of support activities, distribute the roles of project participants	Plan and program, interim results, types of project and support activities
The choice of means	Advises, guides in possible means of information and project activities	Discuss possible means of project and information activities, make a Bank of funds, determine the choice	Bank of funds, selection of main and additional funds
The	Provides assistance	Carry out	Working records,

implementation of the project, including support activities	and participates in the interim assessment	information selection, auxiliary types of work, drafting sketches, working versions of the text, discussion and evaluation of data, exchange of information, etc. (depending on the type of project work)	working texts, sketches, drafts, data Bank, etc. (depending on the project type)
Drafting a working version of the project	Participates in the discussion and evaluation of interim results, helps, advises	Discuss the results of data collection and preparation of project materials, determine the structure and content of the project and its sections, the overall design, make a working version	Draft version of the project
Drafting the final text of the project	Helps with adjustments and editing, advises the final version, helps organize the presentation	They correct, edit, finalize the text, prepare for the presentation	The final text of the draft, the text of messages for presentations, the presentation scenario
Project presentation	Performs the role assigned to it according to the presentation scenario	Perform the project presentation according to the prepared and agreed scenario	The final product of the project, possible video recording or Protocol of the project presentation
Evaluation of the project and its presentation	Involved in the joint assessment of the project and its presentation	Discuss and evaluate the results of implementation, the quality of the project and its	The agreed valuation

		presentation	
Reinforcement	Offers alternative types of work and forms of support	Discuss and choose the forms and types of work to support the project	A report on the project, including prospects of its usage

The data of the language portfolio is for use in the process of studying the various non-native languages: a foreign (e.g. English, German, French, Spanish), Russian as a foreign language (for example, for children Uzbek or other nationality), non-native (non-Russian) language (for example, the Tatar language in Uzbek schools of the Republic of Uzbekistan). LPs are designed to assist in the development of a learner as a multilingual and multicultural person, their awareness of linguistic and cultural diversity, the place of different languages and cultures in the general world culture, and in general the formation of intercultural competence.

The language portfolio for different levels of the national school language education system has a common structure and content (Table 7.8).

As can be seen from the table, based on the content of the language passport, a learner can document their achievements in the field of learning and using a foreign language:

• record the “Passport data” of your language education;

• evaluate your own level of language proficiency in general and (or) in the main types of speech activity.

The language biography is designed to develop the learner’s reflexive self-assessment skills. This part of the LP is filled in periodically during a certain period (academic year), in order to track the dynamics of qualitative improvement of speech skills (actions) based on the initial — intermediate — final self-assessment. Along with self-assessment, a parallel assessment of the selected parameters is also provided by the teacher, which allows the learner to clarify their assessment, discuss it with the teacher, compare personal and expert views on the aim (result) of mastering the foreign language, which, without any doubt,

contributes to the establishment of equal partner interaction between the teacher and the learner. In turn, the dossier has the character of a "diary", "working file", etc. it is filled in by the learner based on their individual and personal needs, interests, aptitudes, style of educational activity, style of language learning, as well as their ideas about the results of language acquisition and the products of foreign language speech communication.

LP has two main functions:

• social (informational) — record the learner's achievements in the field of mastering non-native and foreign languages, facts and experience of using a foreign languages in intercultural communication, as well as the experience of educational activities in the field of language and culture learning;

• pedagogical - increasing the learner's motivation, developing language skills, improving the quality of language training, developing self-esteem and creating autonomy in learning a foreign language.

We emphasize that for the Uzbekistan language portfolio, the leading function is pedagogical. In this sense, the use of this technology "implies an increase in the status of the learner in the educational process, their awareness of personal responsibility for learning results (learner autonomy), increased motivation in teaching (learning) language and culture, expanding the scope of the educational process by including in the system of assessment of the learner's achievements in intercultural communication with native speakers of the foreign language" [Khaleeva, 1999, p. 5].

Table 7.8 Structural and content characteristics of the language portfolio

Structural component of the language portfolio	Aim	Main characteristics
The language passport	• Recording data on family communication languages, foreign languages studied, place and time of their study, facts and experience of cross-cultural	Content of the language passport: • table of self-assessment of the level of proficiency in the foreign language (languages);

	communication; • based on internationally recognized levels of non-native language proficiency, learners' self-assessment of their level of language proficiency at a given time and throughout the acquisition process	• tables for registering the current level; • tables that record the following experiences in learning and using languages: - languages of communication in my family, - schools where I studied (as), - languages that I studied before and am studying now at school, - languages that I studied before and now study outside of school, — language of instruction, - projects (school, city, regional, national, international) - stay abroad — experience of intercultural communication in our country
Language biography – "Diary", or "Flight Journal of travel by year of study"	• On the basis of self-assessment checklists containing level descriptors, the implementation of learners' independent analysis and assessment of their own skills in practical use of a foreign language; • independent (or with the help of a teacher) assessment of the aim, objectives and results of language learning, drawing up your own program on the language	The content of the language biography checklists for self-assessment basic communication skills (actions) in situations of verbal communication (listening, speaking, reading and writing) and strategies of communication and quality of language, selected on the basis of parameters-descriptors appropriate levels of English language proficiency and invited

		the trainee to self-assess the degree of their formation on the scale of "I can do it" — "I'm easy" — "That's my aim"
Dossier	Collection of documentary evidence of personal achievements in language learning and acquisition of linguistic and cultural experience	Dossier Collection of documentary evidence of personal achievements in language learning and acquisition of linguistic and cultural experience contents of the dossier: practical examples of personal achievements in learning a language(s), the most successful works, examples of participation in international and other projects, as well as certificates of completion of courses, diplomas, awards, etc., which are organized in the following sections: • my experience of practical use of the language (s) in Russia and abroad; • what I learned about the country of the foreign language (people, society, culture, etc.); • projects and works performed in a non-native language; • how I am able to work on the language I am learning (self-assessment checklist of language skills); • practical materials of my achievements in the field of language learning and

		use

7.2. ICT in teaching language aspects and types of speech activity

Learners of the XXI century spend a significant part of their time, both educational and leisure, working with information presented on electronic devices: computers, tablets, smartphones, etc. Most of the life of a modern person is somehow connected with the use of information and communication technologies (ICT).

Information and communication technologies (ICT) are understood as "information channels and software tools for creating, collecting, storing, transmitting, processing, and using information" [Sysoev, 2012, p. 32-33].

The education system always responds to technological advances. Thus, in the 60s of the last century, the reduction in the cost of audio-visual means, the appearance of records, slide films, film rings, sound films provoked the intensification of the use of technical means in the educational process in a foreign language. However, during this period, the system of teaching tools has only just begun to take shape in the methodology of teaching foreign languages [Mirolyubov, 2002, p. 310]. In the 70-80th years, this science developed the theory of the course-book and the theory of learning tools. At this time, there were recommendations for equipping a foreign language classroom in a General education school (language laboratory), which included language and projection equipment, and in the 90-ies. video and audio courses were actively introduced into the educational process of teaching a foreign language, and new training and monitoring computer programs were developed. Currently actively investigated didactic properties and functions of the new multimedia and hypermedial technologies used in the field of teaching foreign languages, development of various aspects of using Internet resources to develop learners' foreign language communicative competence, built an educational system in foreign languages, based on information and communication technologies or network technologies. In recent decades, a large number of dissertations have appeared on various aspects of

the use of ICT in the educational process in a foreign language at school (I.K. Zabrodina, M.N. Evstigneev, I.A. Evstigneeva, Yu.V. Kohenderfer, etc.) and in higher education (E.M. Bazanova, A.A. Istomin, L.V. Panchenko, O.V. Pustovalova, etc.).

Modern technologies used for teaching foreign languages can be classified according to their main aim in three groups. The first is the so-called demonstration ICTs. The second and third groups include those technologies that are based on the resources and technologies of the Internet. Finally, the third group consists of technologies that provide synchronous and asynchronous communication in a foreign language. Let's look at the technologies used in more detail.

Demonstration ICTs include multimedia presentations and an interactive whiteboard.

Multimedia presentations allow you to provide audio-visual visibility when conducting classes, protecting projects. As a rule, presentation equipment refers to the presence of a computer with the appropriate software (for example, Microsoft's PowerPoint program), a projector and a screen.

Multimedia presentations are educational materials prepared using the multimedia presentation editor PowerPoint.

In foreign language classes, presentations can be used for various aims, such as during:

• explanation of a grammatical rule, when the grammatical unit, its construction formula, and usage context are clearly demonstrated;

• introduction of country-specific material, when presentations are a good help for illustrating country-specific information;

• formation of lexical and grammatical skills;

• project task protection;

• visualization of the main provisions of oral presentations and reports.

Recommendations! Creating a high-quality presentation requires following certain rules:

• the minimum font size, which makes it possible to read comfortably, is font 24 with a one-and-a-half interval. The most readable fonts are Arial, Verdana, Tahoma, Comic Sans MS, Times New Roman. Contrast font and background combinations are better read;

• all presentation slides must be designed in the same style;

• use animation effects carefully to avoid annoying effects (such as letter-by-letter appearance of text, rotation);

• the most important information should be located in the center if possible;

• if there is a lot of information, keep in mind that the level of information storage depends on its location on the screen. The greater percentage of information is absorbed if it is located in the upper — left corner, the smaller-if in the lower-left corner. Thus, when the question arises where to place a decorative, unsaturated information element, you need to choose the least memorable part of the screen — the lower-left corner;

• reading text from the screen (even typed in large font) while listening to the speaker is difficult, so the text should be a little. For the same reason, we do not recommend using long bulleted and numbered sentences. If necessary, divide the information between 2-3 slides.

The main aim of using the presentation is to provide visibility during oral presentation. Thus, the main focus should be on visual aids: images, graphs, diagrams, diagrams, animation.

The possibilities of interactive boards for presentation of materials are quite diverse and are determined by programmed elements. This can be: voicing text, highlighting it on the Board, connecting disparate parts of sentences with a marker or finger, adding an element (s) to an existing text or image, swapping objects, etc. On many board models, text can be entered not only using the touch keyboard on the screen, but also in “Handwritten form” using styluses.

Interactive whiteboard is a special device in the form of an electronic whiteboard that resembles a computer screen in its functions. Interaction with the user is carried out using the keyboard or special devices. [Azimov, Shchukin,

2009, http://methodological_terms.academic.ru/543/ ИНТЕРАКТИВНАЯ _ ДОСКА]

An interactive whiteboard is usually nothing more than a touch screen with the ability to input and output information. If there are special programs, it allows you to create a live interaction of learners with educational resources in the classroom, provide the introduction of additional materials to the lesson, brightness of the presentation of the material, and implement the principle of clarity.

There are active and passive boards. Active boards are connected to a power source. Its surface is embedded with sensors that determine the position of the stylus. Passive boards do not contain sensors; all technologies are concentrated in the stylus.

Interactive whiteboards have great advantages over traditional learning tools [Winter, 2009], namely:

• pedagogical:

- intensification of training (increasing access to information and opportunities to work with it, optimizing the presentation of material, etc.),
- modernization of training (transition to training based on electronic media);

• psychological:

- developing learners' interest and motivation,
- visualization,
- stimulating learners' cognitive abilities by increasing the speed of information flow (for example, mental operations of analysis, synthesis);

• methodological:

- shared bank of didactic materials;

• technical:

- multi-function,
- touch control (time saving, easy handling),
- write, highlight, and edit in real mode, just like on a regular whiteboard,
- combination of functions of the instrument and data carrier;

• economic:

- save time and expense on printing training materials.

There are two ways to use the interactive whiteboard:

• preparation of the teacher's own developments. In this case the appropriate software is used;

• use of ready-made materials.

So, today many EMK contain ready-made applications for an interactive whiteboard, which the teacher can:

• use it in its entirety (as an accompaniment to a paper copy of the course-book);

• combine tasks from different training courses;

• use it to create your own content.

The most useful features for a foreign language teacher are the following: the ability to enter text, automatic verification, the ability to move objects around the screen (for example, tasks like "make a sentence out of words"), text voicing, and so on.

Recommendations! It should be remembered that any demonstration ICTs used in the educational process must meet the aims and objectives set by the teacher. They should only be used in classes if it is not possible to achieve the desired result by other means.

Due to the mass use of Internet technologies in the educational process, the modern educational environment is often called "Information and communication educational environment" (Scheme 7.1).

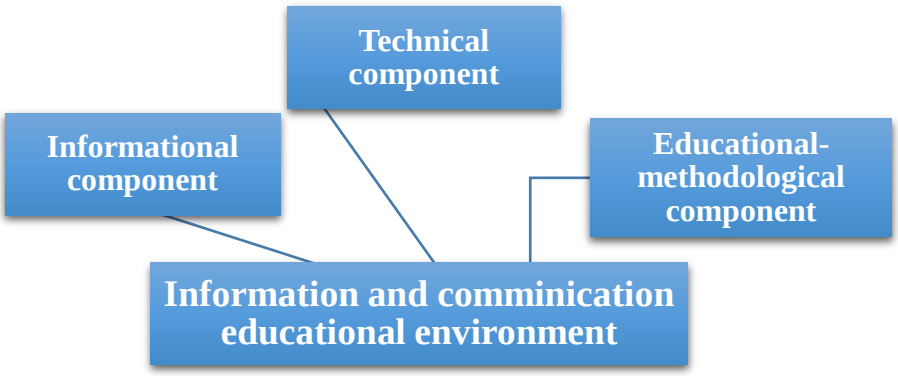


Diagram 7.1. The structure of the information-communication environment

The information and communication environment assumes a set of conditions that provide all subjects of the educational process with access to information (including in a foreign language).

The information and communication environment allows providing participants of the educational process with the possibility of cross-cultural communication through the use of synchronous and asynchronous communication tools. With great interactivity, it allows for a differentiated, individualized approach to learning, creating conditions for personal and professional growth due to the capabilities of the distance education system.

Letɔs list some of the features that the information and communication educational environment provides:

- possibility of anonymity;
- multiple repetition of the material;
- motivated communication;
- use of authentic materials in a foreign language;
- automatic verification option;
- abundance of reference information;
- ability to work with hypertext;
- ability to choose a convenient time and place of work;
- abundance of graphic clarity;

• working with multimedia tools;

• practice of foreign language communication;

• work at an individual pace, etc.

The use of Internet technologies in the educational process implies knowledge of the components of the Internet and an understanding of what these components can bring to the educational process. We can say that the Internet consists of two components: information resources and various telecommunication forms of communication.

Internet technologies — "a set of forms, methods, methods, techniques of teaching a foreign language using the resources of the Internet and social services" [Sysoev, Evstigneev, 2010, p. 11-12].

There are currently two types of Network resources: authentic (for example, sites of museums, cities, and individuals) and educational, which will include resources created specifically for educational aims. Let's look at them in more detail.

Authentic resources. On the one hand, they are the most valuable for learning a foreign language, because they have a significant socio-cultural potential, their text material created by native speakers of the foreign language is a reflection of a modern, living language. On the other hand, authentic resources are not tested for the quality of the proposed material, the level of its complexity, and the possibility of using it for educational aims. In other words, all the work of evaluating its quality falls on the shoulders of the teacher.

Authentic resources are used to develop the learner's ability to work with various sources of information, to increase the level of their socio-cultural competence, to expand their general and linguistic horizons, vocabulary, as well as to develop skills in various types of reading and listening.

Among educational resources, one of the most popular services is Wikipedia, or an online encyclopedia created by users. Wikipedia pages contain a large amount of information on a variety of topics.

News Agency sites are very popular among teachers, for example, http://edition.cnn.com, http://www.bbc.com/, http://www.euronews.com etc. On these sites, one can find up-to-date information on a variety of topics, both in printed text and in the form of a video clip. Individual resources are additionally accompanied by text material or provided with subtitles.

Online learning resources. Traditionally, the following classes of educational Internet resources are allocated:

- hotlist - a list of links to Internet text resources to be studied;
- multimedia scrapbook — list of links to multimedia resources;
- hunt (treasure hunt) — links to various sites on the topic under study, equipped with questions;
- subject sample — subject sampler) - links to text and multimedia sources, provided with questions and suggesting the formulation of your own opinion;
- WebQuest - a list of links to multimedia and text sources, formulated questions for sections, a task to formulate your own opinion and a general discussion question [Sysoev, Evstigneev, 2010, p. 42-44].

These educational resources are aimed at developing learners ‘ various learning and communication skills. The need to work with a sufficiently large amount of information implies the development of their information competence, since working with these resources, learners acquire the ability to extract information from various sources, analyze it, structure it, and fix it. It is important for learners to be able to highlight the main and exclude the secondary, compress and expand text material, search for examples in the text, formulate arguments and draw conclusions. In turn, the discussion of information extracted from Internet resources in a foreign language allows learners to develop their communicative abilities: to enter into oral communication, ask questions to the interlocutor, defend their opinions. The use of these Internet resources may involve the development of learners’ skills not only in oral foreign language speech (speaking), but also in the field of reading and listening.

Educational Internet resources are understood as "text, audio-visual materials on various topics aimed at the formation of foreign language communicative competence and the development of communicative and cognitive skills of learners to search, select, classify, analyze and generalize information" [Sysoev, Evstigneev, 2010, p. 42].

The teacher can create their own educational online resources, which involves the following work: determining the desired format of the resource being developed; searching for suitable resources; evaluating their content in terms of relevance to the pedagogical process; evaluating the language level of complexity; structuring the materials found; formulating questions for a common understanding of the text and discussion questions.

The constructed educational resource can be presented to learners both in printed and electronic form, for example, on the page of the teacher's website, his blog, etc. Sites created by teachers can be very useful in their work, because the information contained on them is structured by the teacher himself, so it fully meets his educational needs, taste and his chosen teaching style. Author sites are easy to create using specialized site designers and hosting them on free host servers. The use of constructors usually does not cause difficulties even for users who are completely ignorant of programming. Usually, the site author is first asked to choose a template that defines the site design, and the main tools that will be available to the owner, such as communication tools, links to cloud storage, opportunities to add illustrations, video and audio clips, and so on. Having decided on the necessary elements, it only remains to decide on the material (content) that will be posted on the site. Sites created by teachers can contain pages that represent playlists, web quests, etc., as well as links to pages that allow you to assess the level of language training of learners (language tests), course-books and audio-visual applications, various presentations, and so on.

Online courses. They are united by a common idea, aim, and objectives and occupy a special place among ICTs. There are two main ways to use online courses: use them as a stand-alone distance learning course, or they can be

integrated into the face-to-face learning process. At the same time, the teacher can include all the materials that are required for their work in the online course.

In the classroom, they are displayed via a projector or interactive whiteboard, and learners can work with them using the Internet at home. The online course, which is created by the teacher himself, must meet certain requirements. The latter, for example, include:

- having your own space and location separate from other educational and informational sections;
- clear, logical and intuitive organization of materials;
- content of various search engine links;
- additional information;
- online reference books, dictionaries, encyclopedias, memos for learners, etc.;
- recommended work plan;
- systematic and timely informing of training participants about events, news, deadlines for completing tasks, etc.;
- a clear system for evaluating achievements;
- a convenient communication system that meets the aims and objectives of the course and clear instructions on how to use these tools.

The development of courses for teaching a foreign language requires thoughtful and carefully planned work of the authors and developers of the course. If you plan to use the course as a standalone course, we recommend that you include the following components:

- general information about the course;
- documentation of the educational process;
- communication;
- current ads;
- reference information;
- tasks for monitoring and self-monitoring;
- guidelines for working with the course.

It is worth noting that the course materials can be divided into “Permanently available materials” and “Temporarily available materials” if necessary. Temporarily available materials can be, for example, materials of individual modules (sections) of the course, necessary only for the time of working on a certain section of the course, etc. In the educational process, online courses may involve teaching both individual aspects of language and types of speech activity, and be complex, for example, organized in the form of a role-playing game [Akimov, Ovchinnikova, 2009].

As mentioned above, a network course can be created using free constructors and hosted on free host servers. Even free hosts offer a significant number of tools so that the teacher can post their materials. In addition, such courses can be saved as a web site or written to CD-ROMs (for example, using the Microsoft Office package). In this case, most of the content becomes available offline.

Many modern course-books and teaching materials on foreign languages offer a CD/DVD-ROM containing both additional materials, such as a dictionary, audio, and video that support the topics of sections of the course-book, and the course-book itself, but made in an interactive form.

Internet technologies

Traditionally, tools that allow mutual communication in the network are divided into 2 classes: synchronous and asynchronous communication tools. The first ones assume an instant response from the user, while the second ones assume a delayed response. Modern software of sending messages (instant messenger) often combine the capabilities of asynchronous and synchronous communication. Among the programs that allow communication, you can name a variety of messengers, including WhatsApp, Viber, Skype, and so on. Of course, in comparison with oral (real) communication, network (virtual) communication has its own specifics, which becomes the subject of study of many modern linguists. However, communication in the virtual space is so tightly integrated into the life of

modern people that learning to communicate in a foreign language on the Internet looks quite logical.

Communication technologies are those technological solutions that allow communication between communication participants.

In addition to instant messaging programs, blogging, wiki, podcast, YouTube, and various social media tools are widely used. For example, blogs or online diaries are created by a Network user and usually reflect the author's interests. The author presents a message in the form of text (livejournal, blogger), an image (Instagram), or an audio or video clip (podcast, YouTube), under which everyone can leave their comments. Using these tools allows you to develop skills in all types of speech activities, such as reading, writing (reading and commenting on entries, wiki), listening (viewing videos), and speaking (creating your own videos).

> "Podcasting is the process of creating and distributing audio or video broadcasts (i.e. podcasts) on the World Wide Web (usually in AAC or Ogg/Vorbis format for audio and Flash Video, and others for video broadcasts). As a rule, podcasts have a specific topic and publication frequency, but there are exceptions" [http://dic.academic.ru/dic.nsf/ruwiki/1098408].

> "YouTube is a video hosting service that provides users with video storage, delivery, display, and monetization services. Users can upload, view, rate, comment and share certain videos" [https://ru.wikipedia.org/wiki/YouTube].

The use of podcasts in teaching began after their emergence in 2005, when teachers became aware of the potential of using thematic audio and video collections in the educational process. Among their didactic properties are the following: authenticity, relevance and novelty (the idea of podcasts is "Hot" news), accessibility (podcasts are free and available for download wherever there is Internet access), usability (played on almost all devices).

Podcasts and video clips can be successfully used in working on all types of speech activity and aspects of language. YouTube hosts a variety of materials used

for educational aims: video tours, reviews of products and services, interviews, animated videos, video instructions, fragments of films (documentaries) and commercials.

As an example, consider using one of the videos posted on YouTube (the commercial for Robinsons Drinks “Robinsons Pals”). The video clip is a 1-minute long video.

Examples of pre-text tasks

Response to questions

Variant a) Do you like to watch ads? Why? Does an interesting and memorable ad happen? Describe what kind of ad you remember and what happens in it?

Variant b) What do you like to do with your friend? How do we communicate with our friends? Why are we friends? why do you love your friend? Is your relationship with your friend similar to your relationship with your mom or dad? Why?

Example of tasks during viewing

The group (class) is divided into pairs. Half of the group (class) watch the video (until it becomes clear that this is an ad — 50 seconds), the other half at this time sits with their back to the screen. While watching the video, the person who is watching the video tells their partner what is happening (training in the use of time Present Progressive). Then the video is shown to the end.

Examples of post-text tasks

Answers to questions for discussion or essay topics

a) What makes an ad successful? What feelings does the video evoke? (arguments for and against);

b) is there a friendly relationship between parents and children? Do parents need to behave like friends?

Depending on the audience in which the work is performed, tasks may also change, which makes most of the videos universal. In the example given, the post-

text task a) is suitable for working with adult learners, middle and high school learners.

The usage of blogs in teaching a foreign language has significant educational potential. They support the motivation of learners to communicate in the language they are learning outside of school hours, since blogging involves not only filling it out, but also commenting on messages from learning partners and responding to comments. By filling in the blog pages, learners expand their skills in writing, in selecting language tools for expressing their own opinions, in commenting on other people's work, and in finding ways to present material more effectively and organize the text correctly. Learner blogs can serve as a portfolio containing a variety of information about the learner [Sysoev, 2012, pp. 115-127].

The use of blogs in training will be effective if certain rules are established before work, which learners are required to follow when creating their own posts and commenting on the posts of their partners. These rules may, for example, regulate:

• the number of characters contained in the record (the ability to control the amount of information is useful for learners in preparing for final exams (GSE, SSE);

• a form for submitting information (for example, a description, essay, etc.);

• stylistic affiliation of the text;

• language tools used in writing (lexical and grammatical units);

• ways to comment on the text.

In addition, it is useful to determine at the very beginning how (and whether) the work in the blog will be evaluated, what will be the criteria for evaluating the message itself, and what will be taken into account when evaluating comments on posts.

Keep in mind that to work with this technology, each learner registers their own blog and gives a link to it to the teacher and classmates.

Let's look at examples of tasks for working with a blog.

Preparing for SSE. As a task, one learner receives the following instruction: “Write an essay on a given topic, following the rules of the exam”. In the comments, participants evaluate the written work according to the criteria for evaluating the essay on the exam, comment on the written text, and suggest better wording. Jointly adjust the use of language tools in the text. After independent and joint edits, a new text is created, which is then checked and evaluated by the teacher. The same method of work can be used when teaching writing letters in the GSE and SSE.

Group work (project task). Learners are divided into groups of 3-5 people and complete the task in the blog of one of them. Each group is invited to jointly plan a trip to London (Berlin, Vienna, etc.) for the holidays. Then the participants of other groups comment on the resulting trip plan, noting its strengths and weaknesses. The work can be completed by voting on the best plan.

Control. Learners (for example, those who are lagging behind) receive assignments for the holidays, with the condition that the tasks will be completed in small portions every day. The teacher monitors the quality and frequency of tasks by correcting errors in the comments.

V.P. Sysoev notes that when evaluating an utterance, it is necessary to start from what exactly is in the center of attention: its fullness or language correctness. It is often difficult for learners to formulate common statements in accordance with all the rules of spelling, punctuation and grammar.

Excessively high requirements for formatting statements can reduce the motivation for discussion, so it is better to give the installation that the language correctness will not be evaluated. When a text is placed for further discussion, it is desirable that the teacher make a preliminary correction and eliminate errors that may distract learners from its content [Sysoev, 2012, p.124].

Blog in the educational process can perform various functions, it can be used in almost any age group, regardless of the level of language proficiency.

Each technology is aimed at developing the appropriate skills. For example, the use of multimedia teaching tools is aimed at developing learners’ ability to

understand the read (heard) information, record the necessary (set) information, transmit the main content of the read and (or) listened to, Internet resources provide the ability to work with information of a variety of plans, perform Internet projects (web quest), participate in webinars, work in blogs, online conferences are aimed at developing skills to participate in a conversation (discussion); request and exchange information; predict the development (result) of the facts (events) presented, etc. Blogs, social networks, and wikis can be important for working on reading and writing, and podcasts and YouTube can be important for developing the ability to understand foreign language by ear and verbally generate your own utterances.

In conclusion, we note that when using ICT in the educational process, the information and communication competence of the teacher is important, namely:

- knowledge of professionally significant sources of information, including in a foreign language;
- skills and abilities to search, accumulate, process and use information in a foreign language to produce new knowledge in the process of professional communication and cognitive activity;
- skills and abilities to use ICT in the educational process in a foreign language, etc.

Information and communication competence is one of the important components of the professional competence of a foreign language teacher. This, along with other professional competencies, needs to be constantly improved, and ICTs can also play a decisive role in this.

Recommendations:

- use ICT tools when they are really needed;
- carefully select the Internet resources that you plan to offer learners to study;
- involve learners in resource development.

Methodological tasks

Educational technology

1. Express your point of view on the following questions. Explain your statements.

a. Highlight the criteria for productive educational technologies. Which of them do you think are the main ones?

b. Analyze the possibilities of using interactive technologies based on the material of one of the EMC for FL. How does the specificity of the learning stage and the age of learners manifest itself?

c. Based on the material of one of the sections of the EMC, consider the possibilities of using project technology. What project task options could you offer?

d. How do you assess your achievements in the field of language acquisition? What materials illustrating your achievements could you submit in the language portfolio, and on what basis would you select them?

e. What do you associate with the concepts of “Productive education” and Creativity in the study of language and culture?

2. Working in pairs, define the following concepts by completing the following sentences:

a. The method in teaching foreign languages is...

b. Educational (pedagogical) technology is defined as...

c. Productive education is...

d. Model of productive educational activity —...

e. the main characteristics of productive educational technology include...

f. there are such main types of productive educational technologies As..., and such types as...

3. Within the chosen topic of communication, offer tasks:

- for a problematic discussion;
- modeling the situation of oral communication;
- training project.

ICT in teaching language aspects and types of speech communication

1. Define the criteria for selecting Internet resources. Discuss them in a group.
2. Select for primary (primary, secondary) school from the list of recommended course-books on the website of the Ministry of public education and science of the Uzbekistan, analyze it and select one of the topics. Select Internet resources to expand it.
3. Plan the lesson in a foreign language with the use of Internet technologies.
4. In small groups find the Internet resources on specific topics for primary learners (primary, high) school. Justify your choice.

SECTION 8

ORGANIZATION OF TEACHING FOREIGN LANGUAGE PROCESS

8.1. Teaching process in foreign languages

Methodologists understand the educational process as “The space and time in which the interaction of the teacher (or training device) and the trainees takes place, focused on mastering the learner’s educational material, introducing it to culture, contributing to development and self-development” [Pedagogical dictionary, 2008, p.74]. The educational process includes four interrelated and mutually dependent areas:

1) “The teacher” as a subject of the educational process — 2) “The language teaching”, (training activities);

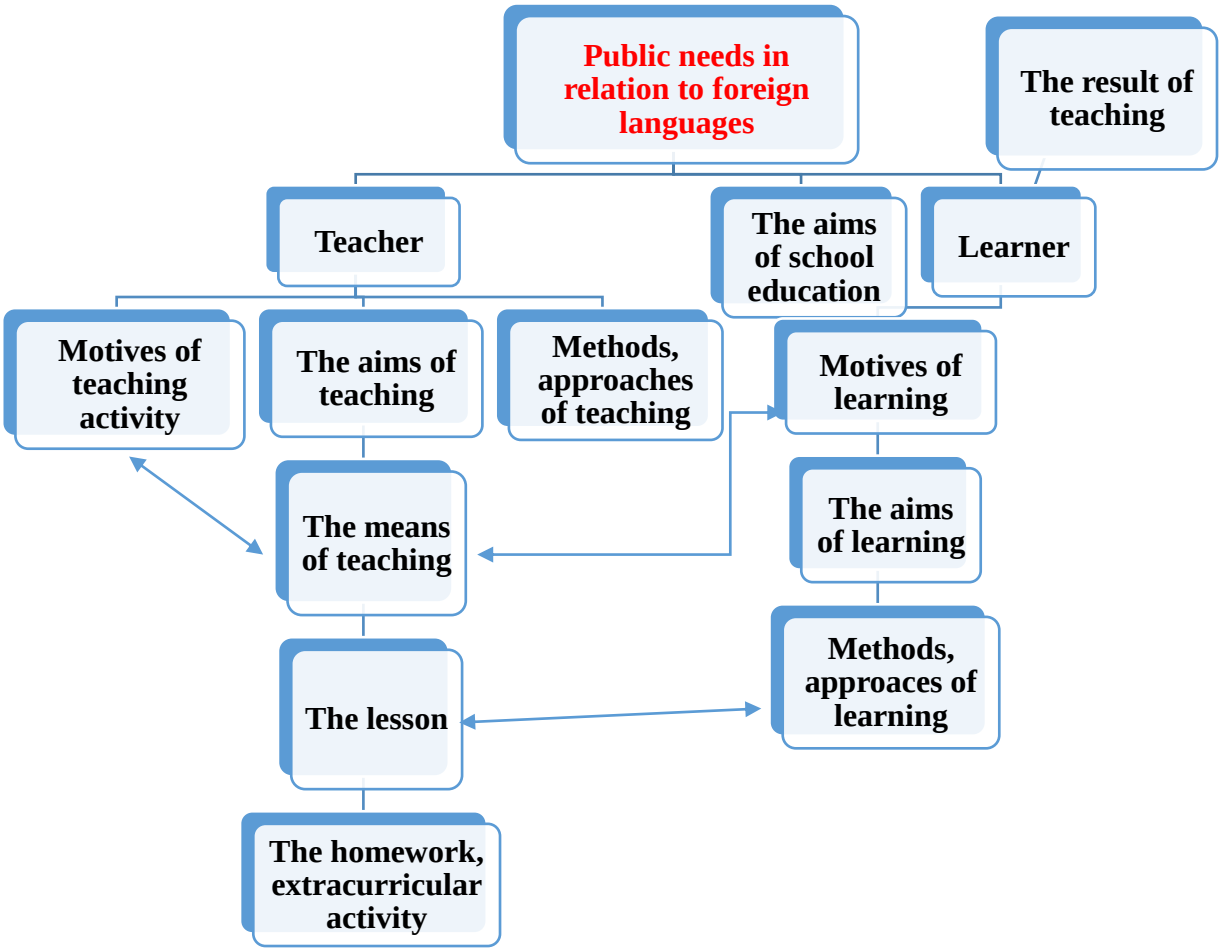
3) “The learner” as a subject of the educational process — 4) “The language learning” (teaching, educational activities).

“The unity of teaching and learning is an objective characteristic of the learning process. It is realized in a natural connection between teaching and learning that does not depend on us. Teaching is impossible without teaching, and teaching without teaching falls out of the system of didactic relations and thus - from the learning process”, - these were mentioned by V.V. Kraevsky and I.Ya. Lerner [Kraevsky, Lerner, 1982, p. 129-180]. Such unity is possible in the course of interaction or communication between the teacher and learners with each other, mediated by the means of teaching used. This interaction is implemented in various organizational forms: both in the classroom and outside of school. It reflects the activity (procedural) side of teaching a foreign language. At the same time, it should be borne in mind that in the process of teaching a foreign language, we are not just dealing with communication between teachers and learners, but with teaching learners to communicate in a language that is not native to them. Thus, foreign language communication acts as a aim and means of teaching a foreign language, a means of organizing learners’ communicative and cognitive activities, educating them with personal qualities that contribute to both mastering a non-native language and the culture of communication in this language. The

teacher, entering into interaction with learners, organizes and regulates their foreign language speech activity, influences them with methodically processed educational material and other means, motivating them to learn the language and its practical use. Speech and non-speech actions of a foreign language learner are quite strictly regulated by the aims and content of training put forward by the teacher at each specific educational stage.

The above means that the educational process in a foreign language is characterized by its multicomponency and complexity, because it is about the interdependence and interdependence of the motives for teaching and learning the language, the aims of teaching and learning the language, the content of educational material, technological solutions at the level of teaching and learning activities (Scheme 8.1).

In addition, if we talk about the modern characteristics of the educational process in foreign languages, we should note its multimedia, multi-sensory, interactivity and authenticity.



Scheme 8.1. Real teaching process in foreign languages

Ehe aims of teaching and learning a language may not coincide, dooming the learning process to failure. And there are many reasons for this. This includes the teacher's lack of professionalism, lack of interest in their profession, poor motivation of learners, and much more. For example, a teacher introduces learners to the aim of the lesson to form their lexical or grammatical skills, but does it formally, without explaining to them the meaning of the upcoming work. In this case, the aim formulated by the teacher may not be of any significance for learners, since they simply do not understand why certain language phenomena are necessary for them. This means that the aim of the lesson remains for them just an externally set target setting and does not acquire any meaning. And here the problem arises of the relationship between the teacher's aim setting and the motivation of learners to learn a language and communicate in this language. In this regard, it is impossible not to agree with I.L. Bim, which writes that all the activities of a foreign language teacher should be focused not on the formal presentation of educational information and formal control of knowledge, skills and abilities, but on the organization of verbal and non-verbal foreign language communication, on the implementation of education, education and development of learners by means of a foreign language, their personal expression [I.L. Bim, 1988, p. 111].

The effectiveness of the educational process in a foreign language is determined by:

- the degree of consistency and interconnectedness of the teaching activity of the teacher and the learner's learning activity;
- the quality of the chosen psychological-pedagogical and operational (technological) decisions in the context of the model (concept) of language education adopted at each historical stage;
- the personal characteristics of the subjects involved in this process (the teacher and the learner), for example, the activity of each of them, creativity, aimfulness, a tendency to cooperate, etc.

Hence, it is obvious that the educational process in foreign languages is influenced by external, objective factors caused by the need to manage and organize the activities of learners and teachers institutionally, as well as subjective factors related to the personalities of the subjects directly involved in this process. That is why the quality of this process fully depends on the actions that the teacher takes to introduce him to a foreign language and other culture, as well as on the personality of the learner. And, as noted above, language learning and teaching are the main components of the educational process in a foreign language.

In this process, the teacher targets, organizes and stimulates the activities of learners, monitors its results and evaluates them, and the learner, performing tasks of various types, the aim of which is to form foreign language skills and abilities, masters the content of the educational material, exercises self-control and self-assessment.

I.L. Bim and L.V. Sadomova assume rightly that the optimal educational result is achieved if the teacher who has a pedagogical culture and learners who have a culture of teaching interact in the learning process. “Only a creative teacher can raise a creative learner, and only a successful teacher can raise a successful learner” [Bim, Sadomova, 2011, p. 3]. At the same time, the teacher’s pedagogical culture, from the point of view of scientists, consists of such personal qualities as: aimfulness, love for children, interest in the development of their individuality, creativity, loyalty to their vocation. And the culture of teaching includes the personal qualities of the learner, his skills that allow him to carry out educational activities. These qualities include aimfulness, curiosity, initiative, sociability, empathy, etc. Among the methods of educational activity, important are, for example, the ability to set a learning task, determine ways and means to solve it, carry out self-assessment, plan your educational activities, etc.

The teacher, as an important subject of the educational process, creates an educational environment designed to lead to the achievement of aims and is a set of external and internal conditions in which the educational process takes place. For each teacher, of course, the environment of the subject, in our case a foreign

language, which is due to the educational program of the school and an exemplary program in foreign languages, training materials and traditions in the organization of work in the classroom and in extracurricular time, the type of interaction between teachers and learners and relationships between learners, material and technical equipment of the educational process and design educational facilities and others. Thus, the educational environment consists of such elements as:

- subjects (learners, teachers, educational institution administration, parents);
- objects (availability of a foreign language study, its technical equipment, availability of reference, fiction and other literature in a foreign language in the library and in the study, used course-books, manuals, technical, including computer, learning tools, the ability to access the Internet, etc.);
- educational technologies, styles of pedagogical communication;
- system of extracurricular work (systematic, problematic, relevance, coverage of learners, etc.);
- system for monitoring the educational process and evaluating its results.

It is impossible not to mention the role that modern technical means play in creating an educational environment. They give it a fundamentally new characteristic — information and communication (see above). This means that the environment, ensuring that all actors of the educational process access to information (including foreign language), consists of information, technical and educational components, aimfully ensuring the educational process in a foreign language, enriches the educational process of information and methodical and manages this process (as teachers language learning and activities learners have mastered a foreign language).

The educational environment largely determines the results of training, development and education of schoolchildren, and it is possible to achieve positive results only if it:

- focused on the learner's personality, their real needs and motives, socio-cultural and individual development programs;

• motivates the learner to learn the language and encourages them to show their own activity, joy and pleasure from communicating with each other, from all that needs to be done in the learning process of a foreign language;

• it has an active, cognitive, creative and open character, which excludes directive on the part of the teacher and rejection of the educational subject on the part of the learner.

The teacher builds his communication with learners and his teaching activities taking into account the program requirements and selected educational tools, especially the course-book. But s/he should be able to transfer the content of training and communication situations set in them to the real learning process, take into account the real needs and interests of learners, create situations of real (authentic) use of the target language as a means of communication and cognition, motivate the use of language and speech material in real situations of interpersonal and intercultural communication. They should be able to create a favorable educational environment in the educational process, including each learner in communication in the foreign language, developing their ability to independently carry out their educational and cognitive activities, as well as their personal qualities such as freedom and independence. The latter is especially important, since a learner can master a foreign language only as a result of their own activities, directed by special tasks and exercises of the teacher's teaching activities.

Teaching is "The activity of the learner in organizing conditions for himself/herself to assimilate the content of social experience or part of it. This activity includes planning, activity of the exercise and monitoring its effectiveness" [Krajevsky, Lerner, 1982, p. 153].

Learning is primarily a cognitive activity that can be either voluntary or involuntary. According to R.P. Milrud, arbitrary teaching is related to the fact that learners aimfully strive to understand, remember, assimilate and apply certain knowledge, skills and abilities. Involuntary learning is carried out during observation, communication, in various situations of oral and written

communication, including with native speakers of the foreign language [Milrud, 2014, p.10].

Learning as a cognitive activity has universality and specificity. The universality of the teaching is due to the need to form universal educational actions (hereinafter UEA) for schoolchildren as components of the process of studying all subjects without exception:

- personal — meaning formation based on the development of motivation and aim-setting of the teaching; development of the self-concept and self-esteem; development of moral consciousness and orientation of the learner in the sphere of moral and ethical relations, etc.;
- regulatory - setting aims of activity and formulation of educational tasks; building life plans in a time perspective; self-control and self-assessment, etc.;
- cognitive (search for information, research) - working with text, semantic reading, working with scientific concepts, creating generalizations, conclusions, conclusions; processing and structuring information, etc.;
- communicative - implementation of interpersonal communication; organization of joint activities; use of argumentation to justify their point of view; conscious use of speech tools in accordance with the task of communication; possession of oral and written speech, monologue contextual speech, etc. [Formirovanie universalnix (Formation of universal), 2010, p. 11].

Language learning (educational and cognitive activity) is a form of internal activity of the learner. In this sense, as noted above, the process of learning a language is an important factor in the personal development of a learner, and the effectiveness of this process is determined primarily by his personality. Therefore, in pedagogy, the educational and cognitive activity of a learner is traditionally considered as an activity that has a conscious character. But it has a pronounced focus on such personal qualities of the learner as interest, responsibility, independence, reflection, etc. A.M. Novikov and D.A. Novikov write that if in the industrial era, teaching was perceived as a duty and the learner did not bear

responsibility for its results (this responsibility was assigned to the teacher) and the aim of teaching was to acquire knowledge, then in modern, post-industrial society, teaching acts primarily for the self-realization of a person in life, for his personal career. Therefore, the learner is primarily interested in learning, who is responsible for acquiring the necessary competencies that make up the main aim of learning. In turn, the teacher uses democratic methods of communication, dynamically builds the educational process and creates conditions for independent learning, self-control and self-assessment of the learner [Novikov, 2007, p. 442-443].

In other words, according to scientists, the transition from an industrial society to a post-industrial one is accompanied by a radical change in the conceptual view of educational activity, which is currently aimed at such personal qualities of the learner as: interest, responsibility, independence, reflection, etc. In modern conditions, a special role is played by the ability of a learner to be aware of their educational activities, to analyze their educational actions, to transfer the formed skills and abilities to a new subject content, to work independently with information and to treat this process meaningfully. Therefore, the educational process should motivate learners to independently, consciously and actively carry out educational activities to master a foreign language, to independently master educational strategies for working on it. In this regard, we should talk about productive educational activities, which, in comparison with the reproduction of "ready-made knowledge", has a constructive, creative, reflexive and evaluative character. The acquisition of the ability to carry out such activities is directly related to reflection as a universal educational action and the process of its formation, since it is reflection that forms the basis of a learner's cognitive skills in the process of making independent searches and discoveries in the study of a foreign language.

Learning (learning a language) is an outwardly expressed, practical type of activity. It has a conscious character for the learner and involves, first of all, the explicit use and assimilation of rules and language elements. In the educational process, the learner studies the subject in order to assimilate specially selected

content. Assimilation is a psychological process based on analytical and synthetic activity, generalization, inference, etc. Learning, as has been shown in the previous sections, does not coincide to a large extent with language acquisition. You can be successful in the classroom, perform all the exercises correctly, but when you get into the real conditions of communication with native speakers of the language you are learning, you will experience great difficulties in this communication. Most often, this is because the learning material is learned, but the language is not learned as a means of communication in an authentic situation.

A person's acquisition of a language does not necessarily indicate proficiency in this language, i.e., the ability of a person to practically use it as a means of communication. For example, it is possible to communicate verbally in a learned language without knowing its (language) written form or having insufficient knowledge of it. But language acquisition is not possible without a specially organized study of this language, as well as the study of the language must be accompanied by the organization of communication in this language in "all its registers". Therefore, the author clarifies: "We prefer to talk about the processes of transition from language acquisition to language proficiency and from language learning to language acquisition" [ibid. p. 109]. It is further noted that there is a certain connection between the content interpretations of the concepts "language learning", "language acquisition' and "language acquisition". Indeed, you can learn the native language a child has almost learned (what is actually happening when a small child comes to school), equally as in the process of language acquisition in direct contact with its carrier, there are elements of learning (e.g., the tip of one of the partners in communication adequate language and speech means, or bug fixes), ultimately allowing the practical mastery of the language.

The process of learning a language takes place, as a rule, in educational conditions. It is a conscious process for learners, which, as noted above, is characterized by its planned, systematic, aimful assimilation of selected, methodically interpreted educational material. In turn, language acquisition is carried out by a person unconsciously, intuitively, unintentionally, and even

without direct control by the teacher. But learning a foreign language is possible only as a result of his (the learner's) own activities (language learning), directed by the activities of the teacher (teaching), i.e. in the educational process. In this process, language phenomena and, above all, grammatical rules are "given" to the learner or deduced by them independently, and the process of developing speech skills and abilities is possible through special tasks and exercises.

The educational process in a foreign language is ultimately aimed at ensuring that the learner has mastered this language. While training activities teachers (language teaching) and the educational activity of a learner (learning and language acquisition and eventual mastery of it) should be of high degree of coherence and interrelatedness that should ultimately lead to learners mastering the foreign language (Table 8.1).

An important role in the implementation of the two-way nature of the learning process should be played by the quality of the chosen psychological, pedagogical and operational (technological) solutions in the context of the concept of school education adopted at each historical stage and taking into account the specifics of the main object of training (teaching — learning), i.e., a foreign language. These decisions are based on the understanding of the processes of learning a foreign language and mastering it in educational conditions as creative, cognitive, intellectual processes, in which the learner is understood as an intellectual (thinking) and autonomous (independently) acting individual. This means that the learning process in foreign languages should be understood by the learner as an individual process that depends primarily on himself, and be guided not by the logic and consistency of the subject of learning, but by the logic of the development of the learner's personality, his subjective internal state; to make them aware that to speak a language means to be able to use it as a means of social communication in real situations of cross — cultural communication.

Thus, the modern educational process in a foreign language bears pronounced features of a personality-oriented approach as a General strategy of education and upbringing. In accordance with this strategy, As noted by I.L. Bim, "... all the other

characteristics of the modern educational process are built: its active character, because a person exists and develops only in activity, its cultural similarity, cultural centrism, because education is understood as the entry of a person into culture, as the cultivation of a spiritual person, a person of culture; a communicative-cognitive approach, because cognitive and communicative activities are the main ways leading to education and upbringing" [Bim, 2010, p. 43]. This could not but affect the content of the target settings of a foreign language lesson and the principles of its construction.

Table 8.1 The relationship between teaching and learning activities

Main types of teacher activity	The content teacher activity	The content learner activity
Planning	Preparation of plans (thematic, time-based). Use of books for teachers, course-books, and other components of the curriculum, additional sources	
Organization of activities	Determination of the content of training to be learned; preparation of additional materials for the EMC, including Internet resources. Direct implementation of the planned educational process	
Organization of learners' activities and formation of their motivation	Posing in front of the learners educational aims and educational tasks. Formation of positive motivation for the acceptance of educational tasks and for communicative and cognitive activity in a foreign language. Creating conditions for completing educational tasks and participating in	Awareness of the aim of educational work, acceptance training tasks and their implementation plan

	communication in a foreign language. Organization of cooperation and interaction, including in the context of project work	
The stimulation of activity	Attracting to the topic of the lesson, its actualization. Arousing curiosity and interest. Individualization and differentiation. Activation of learners' speech-thinking activity. Active involvement of learners in all types of educational work and forms of communication in the language	Implementation of training actions and operations to solve tasks. Perception, comprehension and assimilation of educational material (language phenomena, text information, etc.)
Control and regulation	Observation, written surveys, testing, individual interview, organization of mutual assistance and mutual control, organization of self-control	Formation of knowledge, skills, abilities, training in their use, application in oral and written speech, generalization of the studied educational material. Regulation of educational and communication activities under the control of the teacher. Performing and analyzing tasks for the aim of self-assessment of the level of development of foreign language communicative competence
Analysis of results	Identification of the level of foreign language communicative competence (all its components). Identifying and correcting deficiencies. Summing up	Analysis and evaluation of the results of educational and communication activities under the teacher's supervision

	the results of the work	

8.2. Foreign language lesson

Features of a foreign language lesson

Achieving high-quality results in teaching a foreign language is possible if the correct use of various forms of organization of the educational process, among which a special place is taken by the lesson.

The form of training organization is 'the method and nature of interaction between the teacher and learners, learners among themselves, learners with the material being studied" [Zagvyazinsky, 2008, p.130]. The main forms of organization of training include, along with the lesson, excursions, homework, consultations, electives, classes in a circle, exams, industrial practice, etc.

The lesson, being, perhaps, the main organizational form of training, is a time-limited, relatively complete unit of the educational process in terms of content and method of construction. Back in 1955, the Russian Methodist N.V. Savin wrote: "In the lesson, you can see the effectiveness of the methods and techniques of the teacher's work aimed at arming learners with a system of scientific knowledge; only in the lesson can you determine what ways to solve the problem of developing thinking and other mental abilities of learners, forming the foundations of their worldview; here you can see how the problem of education is solved in the learning process" [Savin, 2010, p. 5].

Of course, it is necessary to take into account the outdated wording of the aim of teaching foreign languages, but in General we cannot disagree with the author in assessing the potential of the lesson: its content and technology are a certain indicator of the quality of the teacher's work, his professionalism.

Lesson — "managed (hence, aimful, motivated, planned, organizationally provided, corrected), resource-based system process of joint activity of the teacher and learners to achieve the programmed educational process defined by the educational program" [Rivkin, 2014, p. 32].

In didactics, the characteristic features of the lesson as an organizational form of learning are noted. Among these features are the relatively constant composition of educational groups of learners, a strictly defined schedule of classes, the content of training selected in accordance with the curriculum and progRam for each class, the combination of individual and collective forms of work of learners, the leading role of the teacher, who organizes the activities of learners and monitors and evaluates the level of mastery of the selected content of training [Lerner, Skatkin, Shakhmaev, 1982, p. 216], the stable composition of teachers and the relative structural completeness of a certain training cycle (verification of the passed, introduction of new material, exercises, control of the learned) [V. I. Zagvyazinsky, 2008, p. 134]. These features are also inherent in a foreign language lesson. However, along with this, we cannot fail to note the disadvantages that are inherent in a foreign language lesson, as, indeed, a lesson in any educational subject. This includes the limited time allocated to learning a language, the acquisition of which requires a lot of time, and the artificiality of communication situations organized in educational settings, and the inability to fully differentiate and individualize the learning process.

The method of teaching foreign languages at school is aimfully looking for ways to mitigate the negative features of the lesson and improve its effectiveness by taking into account more consistently both the general didactic requirements for this organizational form of learning, and the specifics of the object of learning — the language.

Among the general didactic requirements for the foreign language class need to be called, first and foremost, the dependence of the education of learners from targeted account needs teacher each of them in foreign communication and knowledge, the dependence of the activity of pupils from activities organized by the teacher in the classroom in accordance with its objectives and content, etc. A foreign language lesson should take into account the general tasks of teaching and developing learners, motivate them to study, activate their educational and cognitive work, etc. The quality of the lesson depends entirely on the quality of the

“product of pedagogical production — education, upbringing and development” [Lerner, Skatkin, Shakhmaev, 1982, p.225] of the learner’s personality.

Like the subject “foreign language”, a foreign language lesson has its own specifics in relation to other academic disciplines. In the methodological literature, as such specific features of a foreign language lesson are called, first of all, its speech, or communicative, orientation and complexity. Let’s look at this in more detail.

Verbal or communicative, orientation is a prerequisite for the organization of the lesson. The teacher has to manage both the acquisition of language and speech material by learners and their acquisition of communication in a foreign language at the same time. Therefore, any foreign language lesson is in a certain sense an act of communication between the teacher and learners, learners with each other.

Full-fledged communication, i.e. interaction, is possible only in conditions that are psychologically comfortable and favorable for communicating. It’s clear that the teacher needs to create in the classroom an environment of co-creation, cooperation of learners with each other, it is important to motivate intellect, communicative-cognitive activity of each learner, manifested in the independent formulation of ideas, search for ideas and exchange these ideas, selecting the necessary speech and language means of the original development proposed by the teacher situations and changes in the strategies of speech behavior, etc.

Only the dialogue nature of the lesson can enhance the speech activity of learners as subjects of learning and communication. Only a relaxed friendly atmosphere in the classroom allows you to activate the natural emotions of learners and the need for communication.

Thus, the communicative orientation related to the formation of pupils’ ability and willingness to communicate in the target language, directs lesson on the formation of separate language skills (listening, speaking, reading and writing), and integrating the development of their communicative competence, which, as noted above, refers to the ability of a person both orally and in writing to communicate in the target language, as well as to work with information in that

language. Of course, mastering certain subsystems of the language (lexical, grammatical, phonetic) also requires special attention in the lesson. However, it, playing a subordinate role, should fit seamlessly into the process of developing the learner's ability to practically use a foreign language as a means of interpersonal and intercultural communication. It should be remembered that communication and consistency form a dialectical unity in the educational process, but under the condition of a high communicative value of language and speech material and its progression, which ensures the repeatability of a particular material in constantly changing contexts and situations. The message in the knowledge lesson is also not an end in itself, the main role is played by the content aspect of speech communication, i.e. what is said is reported in oral and written forms.

In foreign language lessons, "the assimilation of theoretical information takes a subordinate and more than modest place, and their main content and aim is the formation of skills and skills of speech activity" [General methodology, 1967, p. 440].

Recommendations! In order for the lesson to be communicative, it is necessary:

• encourage and motivate learners to engage in foreign language speech activities, using the correct attitudes to communication tasks for this aim: for example, instead of "listen to the Text" or "compose a Dialogue" — "listen to the Text and Express your point of view ..." or "ask Each other about what each of you likes to do on Sundays. Surprise each other with your preferences", etc.;

• create authentic communication situations in the classroom in which learners "act on their own behalf", i.e. generate "productive and receptive speech acts characterized by personal motives and activity aims of participants in communication and aimed at expressing properly formulated thoughts, emotions and feelings" [Kharlamova, 2009, p.15]. To do this, the situations created in the lesson must be relevant and personally significant for learners, cause them to have an intellectual and emotional response, differ in

novelty, affect their emotional sphere, appeal to their imagination and imagination;

• widely use interesting, fascinating material rich in authentic and relevant content, as well as tasks that stimulate the creative activity of learners (problem, search, research, project, role-playing) and based on the personal (educational, life) experience of each of them (not “retell the text”, but “retell the text on behalf of, for example, a contemporary”);

• do not be afraid of improvisations in the classroom, but improvisations based on a specific educational situation, the mood of learners, their emotions and needs at a given time, encouraging learners to independently and in accordance with the communicative and pragmatic situation to determine the subject-semantic content of their own statements, express their own thoughts, feelings and emotions;

• create a relaxed and friendly atmosphere at the lesson, based on the subject-subject relationship between the teacher and learners, removing psychological barriers, activating learners’ desire to participate in the learning process, natural emotions and needs to communicate in the foreign language, as well as a high degree of co-creation and productive interaction between learners with each other and the teacher;

• provide a fairly large proportion of so-called socially oriented forms of education, such as project technologies, tasks for creative processing of information in the foreign language, argumentation of one’s point of view, etc.

The next feature of a foreign language lesson is its complexity, the essence of which is that between the language elements (phonetics, vocabulary, grammar and spelling) and types of speech activity, there is a constant relationship and interdependence, which exist independently of the specific tasks of each lesson separately; speech skills and skills and training of language material are carried out simultaneously in the process of speech activity.

Thus, the complexity of the lesson follows from the very complex nature of the language. Whether the teacher is working with learners on a reading text, asking them to Express their thoughts orally or in writing, they always pay attention (or should pay attention) to pronunciation or spelling, often introducing new language elements or activating previously formed speech lexical and grammatical skills. All language (grammatical, lexical, phonetic) elements of the educational material are interconnected in speech, both oral and written. Therefore, work on the language aspect of speech (introduction and training of lexical and grammatical material, development of speech skills) is inextricably linked with work on the types of speech activity (simultaneous formation of skills and abilities). And the speech skills developed in the lesson (reading, writing, speaking and listening) are interrelated. In this case, the complexity of the lesson is given by the relationship of all types of speech activity with the leading role of one of them and a complex reliance on all types of analyzers — visual, auditory, speech-motor. For example, reading or listening to a foreign text is accompanied by an oral discussion of its content or a written interpretation of the actions of its characters, and an oral statement is often generated based on previously made written theses or a fragment of a video film, etc.

The complexity of the lesson is also expressed in the fact that it's practical (educational), educational, educational and developmental tasks are solved in unity within the lesson. We have emphasized above that the acquisition of language communication tools (lexical, grammatical, spelling, phonetic), country and language-specific information acts as an independent task of learning, but is not an end in itself. This work is subordinated to the development of communicative competence. And this should not be forgotten. But we should not forget that the school aims not only to provide learners with a certain level of development of foreign language communicative competence, but also to expand their General philological knowledge, to make a major contribution to the personal development of each of them, i.e. the development of their vocal and creative abilities, communicative-cognitive activity, emotions and feelings of responsibility for

results of educational and communicative activities, motivation, readiness for self-reflection of their own successes (failures) in learning a foreign language, culture of its speakers and culture. Therefore, each lesson is designed to achieve an educational, educational and developmental effect, but only with the leading role of the practical task, i.e. in the process of developing speech skills and skills of foreign language speech activity. For example, the work of pupils at a lesson of foreign language text should develop their learning skills (predict the content of the text on the header, make a plan, make extracts from the text and use them as supports for proper speech, etc.), and lexical and grammatical exercises allow you to develop diligence, ability to generalization and systematization, etc. The teacher, however, should remember that excessive “chasing” in the lesson for stable speech skills and abilities to the detriment of personal development of the learner is unacceptable.

Forms of learners’ work organization in the classroom

In didactics and methodology, there are four forms: individual, frontal, paired, and group (collective).

The first form — individual — involves the organization of independent educational activities of learners to perform specially selected tasks and teaching methods, taking into account both the level of proficiency of each of them in foreign language communication activities, and the educational capabilities of each learner.

These tasks and techniques are aimed at ensuring optimal speech and personal development of each learner, both the strongest and weakest. For example, if a strong learner can speak a foreign language without verbal clues, for the sick that need a variety of props, samples, various algorithmic prescriptions (for example, search the text and extract from it on the topic of an upcoming utterance, given in the form of a scheme or plan, logic of verbal statements of a certain genre, etc.)

Here, it is important for teachers to know what communication skills of the learner and what the possession of language material, speech skills, he has the ability and commitment to educational activities, health, and what are his motives for teaching.

The second form of work is called frontal. This is a type of activity of the teacher and learners in the classroom, when all learners simultaneously perform a common work for all. This form of work is especially common in a foreign language lesson. Here are well-known examples of its use in practice by the teacher. For example, he verbally addresses a question to all learners, but only one of them answers it, or, working on new lexical units and using untranslatable means of their semantics, communicates with the entire composition of learners (names a word and demonstrates the appropriate means of visibility), or, organizing a discussion in a group, keeps each of its participants in the field of view, etc. Thus, the frontal form of work allows the teacher to directly communicate with all learners at the same time and teach them, but it should not dominate the foreign language lesson and be built exclusively on the scheme "teacher's replica — learner's replica".

Pair work involves communication between a teacher and an individual learner or two learners with each other. The motives for organizing such work are different for a teacher. Often this is his desire to unite the strong and weak learners so that the first one will help the second to better learn a particular language material. This form is always used in the process of teaching dialogue speech.

For example, it can perform a special function during the implementation of project technology, when learners are paired up to perform a creative task. When organizing communication in a foreign language in pairs, the teacher should remember that not every pair is an interaction of communicating partners. Let's imagine that the learners received a task from the teacher: "Form a dialogue in a situation..." will it motivate you to communicate? Will learners see each other as a speech partner? It seems that these questions can only be answered in the negative. But if a problem situation is set that is of interest to learners, communication can

be informal and personally oriented, as well as if, while performing a particular project, they are interested in generating a joint product of it.

If the frontal and paired forms of work are often found in foreign language lessons, the latter form — group or collective — is less common. It is the most complex form of organization of educational and communicative activities of learners. It can be implemented in several ways, of which the most productive are "imitation of social interaction" and "authentic communication". The simulation of social interaction is based on the communication of learners in a role-playing game, in which there is a gradual removal of special supports for building a learner's own statements and understanding the statements of their classmates. The main aim that is pursued in these conditions is to bring the activity of the teaching as close as possible to the real situation of social communication. This is facilitated by the presence of the game's plot and the problematic nature of its content. Authentic interaction, in turn, allows you to create favorable situations for active and productive joint activities of learners, takes into account their current interests, stimulates speech activity, effectively and aimfully develops their communicative, strategic and empathic skills. The main way to organize the collective (group) form of organization of learners' activities is a partnership, during which they show initiative and personal interest in solving the tasks set by the teacher, have the opportunity to reflect their own speech and socio-cultural experience. Authentic interaction is implemented, for example, when preparing projects or in the process of collective (group) discussion of a problem that is personally significant to them, as discussed in more detail above.

Requirements for a foreign language lesson

If you use a general didactic technology for describing the requirements for a lesson, correlated with its functions [Kodjaspirova, 2008, p. 158], you can combine all the requirements for a foreign language lesson into three groups: organizational and methodological, developmental and educational.

1. Organizational and methodological requirements:

• a clear definition of the place of the lesson in the system of lessons and its tasks (didactic, educational, developmental),

• having a well-thought-out lesson plan,

• readiness of the educational premises for employment (auditory, visual materials and other didactic tools, working places of learners),

• optimally selected lesson content that corresponds to

A sample foreign language program for a specific stage of learning, as well as individual interests and needs of learners of a specific age,

• implementation of general didactic and methodological principles of training,

• rational use of optimal educational technologies, various training tools, including computer,

• organic combination of individual, frontal, pair and group (collective) forms of work in the lesson,

• implementation of inter-subject links,

• clarity of the lesson (timely start, high density and dynamism of the lesson, optimal pace of the lesson, clarity of settings and learning tasks, logical coherence, integrity, i.e. the presence of one main aim in the lesson, the completion of a separate lesson within a paragraph, topic, section),

• conscious work discipline and speech activity of learners.

2. Development requirements:

• formation of speech activity skills, as well as the development of speech activity and speech abilities (memory, attention, forecasting, etc.) of learners,

• development of their motivation to learn the language and the need to use it as a means of communication and knowledge,

• formation of readiness to improve their level of language proficiency, self-esteem and self-reflection,

• development of General educational (universal educational actions) and special skills,

• formation of creative, cognitive, and communicative abilities.

3. Educational requirements:

• formation of learners' worldview, system of value-semantic relations,

• education of moral qualities and enrichment of knowledge about humanistic and universal values of native and foreign cultures,

• formation of learners' ability to effectively participate in cross-cultural communication, but at the same time preserving their civil and ethno-cultural identity,

• the presence of a positive emotional background that promotes communication in the foreign language and educational activities of learners; the teacher's display of pedagogical tact,

• content, which is expressed in the relevance and significance of the information material used by the learner in the lesson, and the technology of its assimilation, which implements the principles of co-creation of learners with each other and with the teacher and interactivity.

The structure of the lesson

The integrity of the lesson, the preservation of its main characteristics and effectiveness are ensured by a well-thought-out structure of the lesson, which includes stable and variable components. The first are the beginning, the Central part, and the final stage. Variable components are allocated in the structure of each stable component, based on the specific aims of the lesson and taking into account the learning stage (for example, the introduction of new language material, activation of previously learned educational material) [Shchukin, 2010, p. 271]. Each of the lesson components performs its own function.

The beginning of the lesson is designed to help sensitize learners to activities, i.e. their psychological adjustment to the perception of the teacher's planned learning content. Therefore, the organization of the beginning of the lesson is extremely important. Often, the teacher begins each lesson by asking the attendant about the date and absentees, and then, at best, formulates the tasks to be solved in

the classroom. Learners get used to this ritual and are unlikely to be ready for further joint activities. But the beginning of the lesson should mobilize them to this activity, should be focused on establishing contact between the teacher and learners, create an atmosphere of communication, prepare them for the transition to the Central, main, part of the lesson. An interesting initial plot of the German language lesson is described by M.V. Kharlamov in his dissertation: "The teacher entered the classroom. To the usual question of the teacher "Wie gehts?" ("How are you?") the learners answered honestly: "Schlecht" ("Bad"). The teacher drew a trash can on the blackboard and said: "Das ist ein hungriger Problemmülleimer. Er hat Hunger nach Problemen! Was können wir ihm anbieten?" ("This is a hungry garbage can that feeds on problems. It's hungry! What can we offer him?"). Learners "filled the bucket" with problems, the teacher supplemented the missing vocabulary. At the next stage, learners offered original solutions (also non-standard) to these problems according to the logical scheme of the statement proposed by the teacher [Kharlamova, 2009, p.19-20].

It is also important to inform learners of the lesson objectives in an accessible form at the beginning of the lesson. But this should be done informally, for example, instead of "Today we will learn a new form of the past tense", it is desirable to focus them on the upcoming activities and: "Today we will learn how to tell you about how each of you spent your winter holidays". The effectiveness of the lesson depends on the correct formulation of tasks.

Thus, the beginning of the lesson should "switch" learners to the subject "foreign language". For this aim, the teacher talks to them in a foreign language, orients them to achieve practical (communicative, cognitive), educational, General educational aims, establishes contact with them, uses micro-conversations with learners, reports on the news of the day and other methodological techniques to create a creative, business, friendly atmosphere in the classroom.

The main part of the lesson may consist of the following components: introduction and primary consolidation of new language material, activation of speech (grammatical, lexical) skills, application of language material in speech

activity. Thus, the central part of the lesson is reserved for intensive speech training and practice.

In the process of introducing new language material, it is important to pay attention to the preparation of learners for the perception of a new language phenomenon, ways to reveal the meaning of new words and grammatical structures. The introduction of new language material involves working on the form of a word or grammatical phenomenon, their meaning and usage. The teacher should try to introduce the language material in the context, using text and different types of clarity for this aim. After that, it is necessary to make sure that learners understand the meaning of new words and grammatical phenomena and provide for the organization of primary training in the use of language material during the performance of lexical, phonetic and grammatical exercises. For this aim, it is important to consider their nature and sequence, the use of visibility, methods of control and error correction. Thus, the central part of the lesson develops dynamically according to the stages of assimilation of speech material, while maintaining the unity and consistency of the material in content.

However, the dominant position in the Central part of the lesson is given to types of speech activity as the main methods of speech communication, which are based on motivational and thinking activities carried out using memory mechanisms, attention, and well-formed speech skills.

And here it is necessary to clearly plan the stages of work on generated and (or) perceived oral and written text, methods for stimulating the needs of learners in reading, speaking, writing and listening in a foreign language. It is important that speech practice has a communicative orientation, motivation and situational conditionality, occurs with a high speech-thinking activity of learners and a gradual rejection of verbal supports and suggestions. For this aim, different incentives are used to create a speech situation in the classroom (a communicative task, a problem task, an interesting film plot, etc.). New information and communication tools are also of great importance, which act as a source of various incentives for learners to implement their own communicative intentions.

The final stage of the lesson is no less important than the previous stages, because it summarizes the results of the lesson and, as a rule, explains the homework. It is important that learners determine what they have learned in the lesson and evaluate the quality of their work in the lesson. They must understand what they have achieved in the lesson and what they have learned. Homework should flow organically from the content of the lesson, and an experienced teacher always leaves time from the lesson to explain what learners need to do at home.

Typology of foreign language lessons

In Russian methodological tradition, it is customary to distinguish two large groups of lessons: speech and complex, or combined [The methodology of teaching, 1982, p. 330].

Speech lessons include lessons that are aimed at developing learners ' foreign language speech activity. Consequently, the basic content of these lessons are vocal exercises aimed at developing either linguistic skills (reading, listening, writing, speaking) or several interrelated types of speech activity (e.g., based on read (listened to) text run exercises in speaking, or writing, or in the process of listening (reading) of the text is a written plan or made statements (records) required (specified) for information retrieval).

In complex lessons, work is carried out on the development of speech skills and the ability to use language material in oral and written speech and, consequently, a gradual transition from the reproductive speech activity of learners to the reproductive-productive and productive. Thus, in these lessons there is an introduction, explanation, consolidation of language material and speech practice based on this material. These lessons can be divided into types depending on the dominant automated speech skill: lexical or grammatical lesson.

But regardless of the type and type of foreign language lesson, its effectiveness is achieved by maintaining a constant working tone in the classroom, forming a high level of motivation for educational and communication activities,

arming learners with general and special skills, observing a certain rhythm in alternating forms of work, using methods and techniques that activate the process of presentation and assimilation of the teaching content, intellectual, cognitive and speech activity of learners.

Planning foreign language lessons

Lesson planning is one of the main tasks of the teacher, which finds its implementation in the lesson plan or technological map. The lesson plan defines the content and sequence of educational actions of the teacher and learners to learn and master the educational material within a specific lesson [Shchukin, 2010, p. 281].

> The lesson plan is a working document of the teacher, which defines the content of the lesson and the sequence of educational actions of the teacher and learners to learn and master the educational material [Shchukin, 2010, p. 281].

The effectiveness of any lesson, as the main organizational form of professional activity of a teacher and an integral part of the educational process at school, is fully determined primarily by the level of proficiency of the teacher in the technology of aim-setting of the lesson.

> Aim setting is the process of forming a aim and its deployment in the form of specific educational tasks and products of educational activities of learners [Astvatsaturov, 2009, p. 53].

A teacher's knowledge of aim-setting technology means that they must be able to:

- determine the place of the planned lesson in the system (series) of lessons within the paragraph (topic);
- analyze the target settings and requirements for the organization and content of the lesson set from the outside (by the book for the teacher, etc.);

• clearly and clearly, taking into account the strategic and after-school aims of teaching a foreign language, formulate the aims of each lesson and educational tasks as concrete steps to achieve it;

• determine the type and structure of the lesson, its structural and content features, taking into account the specifics of the tasks, as well as a system of practical tasks aimed at achieving the aims set before the lesson;

• select and dose the content of educational material, methods and tools for each lesson;

• creatively use materials from a course-book, a teacher's book, the Internet, and other sources of information, while taking into account the interests and needs of learners;

• correlate the stated learning aims with the capabilities of learners, take into account the interests of the latter when constructing the content of each lesson, link this content with the situation of real communication;

• predict possible difficulties in learners' learning of language and speech material;

• develop additional visual and handout materials for lessons;

• clearly define the results of the lesson (at the level of knowledge, skills, abilities, strategies, personal qualities);

• identify ways to motivate learners to implement the teacher's planned aims and objectives of the lesson;

• analyze and summarize the results obtained.

Thus, before going to the next lesson, the teacher must find specific answers to the questions: "What will I teach learners?" and "How will I teach learners a foreign language so that they learn the planned content of the lesson?". To answer the first question, you need to determine the place of this lesson in a series of lessons on the topic and identify its target dominant. The latter is determined by such parameters as: the focus of the lesson on the formation of a speech skill or skill; monothematic or (inter) polythematic nature of the lesson; the initial stage of work on a topic (problem) or the final (generalizing) stage, etc. The second

question requires taking into account that the aim and objectives of a particular lesson should reflect the laws of mastering the language means of communication by the learner and the actual communication in the foreign language. The more specific the aim and objectives are formulated, the more noticeable the success of the lesson is not only for the teacher, but also for the learners. Thus, only this will allow you to professionally correctly determine both the content of the lesson, and the form and overall strategy of conducting the lesson.

The final aims of teaching a foreign language at school and the resulting learning aims at each educational stage of school education and in each class largely determine the target orientation of a particular lesson, since all these aims are interrelated. However, it should be borne in mind that no lesson can simultaneously solve all the problems of education. After all, it is only part of a topic, paragraph, or discipline. This is why it is so important to be able to determine the place of a particular lesson in the learning system, within a certain topic, and its target and content dominant.

For each lesson, which should "Have a clear and specific task, including at least three components: what needs to be learned, to what extent and with what level of automation" [Methodology, 1982, p.321], the teacher clearly defines what speech skills and abilities the learner should master and what speech actions for these aims he should perform.

Recommendations! When planning a lesson, the teacher must find answers to the following questions [Budko, 2003]:

- What should I teach my learners? (learning objective);
- What material is needed to achieve this aim? (learning content);
- What actions should learners take to achieve the aim faster?
- Which modes of operation are more suitable for certain types of exercises and tasks? What learning tools will allow you to better present the material and activate the actions of learners? How is it logical to move from one stage of the lesson to another, from one exercise to

another? How do I distribute material between class work and homework? time allowed for planned tasks? (learning technology).

It is known from the theory of teaching foreign languages that the aim of teaching a foreign language is a combination of three interrelated and mutually dependent aspects: pragmatic, cognitive and pedagogical [Galskova, Gez, 2004, p.97]. If the pragmatic aspect of the aim of language learning is applied with the help of a system of target practical lesson settings related to the formation of knowledge, skills and abilities necessary for foreign language communication, then the cognitive aspect of the aim is formulated through a system of educational (enrichment of language and conceptual pictures of the world) and developmental (abilities and strategies for language acquisition) tasks. In turn, the pedagogical aspect of the aim, which determines the mode of "extra-linguistic existence" of the learner's personality, is essentially an educational component of the lesson's aim. Therefore, the objectives of the lesson, the planned learning outcomes and ways to achieve them should provide for this multi-aspect and find expression primarily in the wording of the relevant educational tasks described through a system of actions that are adequate to the educational material and that allow the teacher to predict and evaluate the results of their work (Table 8.2).

Table 8.2 The ratio of aspects of the aim of teaching foreign languages and lesson tasks

№	Aspect of the learning aim of foreign languages	Target setting of a lesson	System of actions aimed at...
1	Pragmatical	Practical tasks	• formation (activation) of knowledge necessary for foreign language communication, speech skills (auditory-pronouncing, lexical, grammatical, spelling), technical skills of reading

			and writing; • development of speech skills (speaking, writing, reading, listening)
2	Cognitive	Educational tasks Ojectives for developing skills	• enriching the language and conceptual picture of the world, expanding the linguistic and cultural horizons; • development of speech, thinking, speech mechanisms of oral and written speech, self-reflection, universal learning skills, strategies for language acquisition
3	Pedagogical	Educational tasks	• formation of personal qualities and properties that determine the mode of “extra-linguistic existence” of the learner’s personality

It should be borne in mind that the means of solving educational and developmental tasks is a practical target setting and that these tasks are organically interconnected with each other within a single lesson. In other words, the successful implementation of a single lesson aim is possible only if all four of its components are balanced: practical, educational, developmental and educational, and hyperbolization or underestimation of one of them leads to negative results. So, if the teacher plans as the aim of the lesson, which is part of a series of lessons

on the topic “Travel to the country of the foreign language”, the formation of learners’ ability and readiness to read thematic texts in a foreign language, then the educational tasks of the lesson may look like this:

- practical – development of the ability to read the text-prospectus with an understanding of its general content;
- educative – expanding learners’ understanding of the country of the foreign language, familiarizing with the new realities of the country of the foreign language (specify which ones);
- educational – fostering an attentive attitude to the printed text, (awakening) interest in the sights of another country;
- developing — development of the ability to carry out meaningful identification (for example, the correlation of the question and the corresponding text fragment).

Thus, if the practical task represents the final practical results of the lesson (what learners should know and be able to do at the end of the lesson), then the basis for the implementation of educational and developmental targets are:

- content of educational material (i.e. subject content of foreign language teaching: topic, problem, situation, text);
- learning technology (methods and techniques for working on language, text);
- forms of organization of learners’ communicative and cognitive activity (group or individual work, real or virtual communication, etc.).

It should be borne in mind that when formulating the aims of each lesson and determining its content and technological aspects, it is important for the teacher to think about the following questions:

- What results are expected at the end of the lesson?
- How do they reflect the complexity of the aim of teaching a foreign language?

• What content, forms and methods of teaching will correspond to the aim and objectives of the lesson? What is the most rational structure of the lesson to solve these problems?

• How will the educational opportunities of the educational material and organizational forms of the lesson be used? etc.

There is no general scheme of the lesson structure which can be obligatory for all lessons. Some of the stages of a lesson are constant, others can be varied. A constant stage of a lesson is an involving into language atmosphere. This stage includes various tasks or activities. One of them is a phonetic drill. The atmosphere of communication created at the beginning of the lesson lasts during the whole lesson. The dominant place is given to the teacher's communicative action related to motivation, instructions, control and evaluation.

These stages are considered as reasonable from methodical point of view:

1. Involving into the language atmosphere;
2. Explanation of the new material and algorithm of operations and actions with it;
3. Doing exercises as practicing and activating the new material;
4. Writing down and explanation of the homework, summarizing the lesson's results and marking [Makhkamova, 2015, p.244-245].

In the domestic methodology the following types of the lesson are distinguished:

1) The lessons are directed to acquire a) language elements on lexical, phonetic and grammatical levels and language use as a result of this type of a lesson is obtaining the linguistic competence.

2) The lessons are directed to acquire communicative activity. The aim of this type of a lesson is forming or developing listening, reading, speaking and writing skills.

3) The lessons which combine previous types of lessons are directed to acquire knowledge, language sub-skills and communicative skills. In the practice of teaching the preference is given more to this type of a lesson.

Types of the lesson plans. According to the activities by R. Milrood [Milrood, 2007, p.236], there are 4 basic types of lesson planning: *logical line, topic umbrella, jungle path, and rag-bag*.

Logical line lesson. In a logical line lesson there is a clear attempt to follow a logical path from one activity to the next. "Logical line" of activities means that there is a succession of tasks that gradually take the learners to the planned result. The relationship of tasks in the 'logical line' is that of "cause and consequences", e. g. the learners first achieve a general understanding of the text and then move on to work on specific details. In the "logical line" lesson there is in most cases one clear and overall objective.

Topic umbrella lesson. A topic umbrella lesson is devoted to one general topic (e. g. "healthy food") that is used as the main focal point for all the activities. The teacher might use a variety of activities such as "vocabulary", "grammar", "speaking", "listening", reading" linked to one and the same umbrella topic. In a topic umbrella lesson there can be a number of related objectives, e. g. to study the vocabulary related to healthy food, to study the expression of future in the "if clauses" (If you eat… you will…), to listen to a lecture episode on healthy diets, etc.

Jungle path lesson. Jungle path lesson is not planned or predicted in any way but is created moment by moment in class. The starting point can be an open-ended activity such as brainstorming but the outcome will remain a mystery until it happens in class. During this lesson a teacher focuses predominantly on the learners and the classroom situation rather than on the materials and plans. E. g. the learners can ask about the language problems they have come across in the reading activity and the whole work will shift in this direction. Thus, the planning is done to the great degree on the spur of the moment by the learners themselves.

Rag-bag lesson. Rag-bag is a sequence of unconnected activities. These lessons are designed to keep the learners entertained and involved. This type of the lessons can be appropriate for young learners with a short attention span. There is no overall objective in such lessons.

Recommendations! When drawing up the plan (technological map) of the lesson, you must remember that:

• each foreign language lesson has not only communicative, but also educational and developmental functions related to the development of personal properties and qualities of students that make them able to communicate in the foreign language;

• planned tasks should reflect a certain sequence of active steps of students from language communication skills to authentic communication in the foreign language;

• when planning a lesson, it is necessary to take into account the age characteristics of students, the needs for communication and knowledge in general and in the foreign language in particular, their performance and language training of students (the same aim, for example, "formation of the ability to communicate verbally" may mean for one group of students (or individual students) a free utterance, and for another — a prepared utterance based on the source text or keywords);

• it is important that the teacher's planned aims and objectives of the lesson have the same value meaning for students as for the teacher, i.e. they are perceived as personally significant;

• the aim and objectives of the lesson are determined taking into account its place in the General chain of lessons on the topic, reflecting the regularities of mastering the language means of communication and actually communicating in a foreign language;

• the lesson should be interesting for students and effective, which is associated with the selection of relevant content for students of a particular age and the appropriate technology used for teaching;

• the lesson content should prepare for homework and provide the opportunity to monitor not only the degree of assimilation of the lesson content by the teacher, but also the self-assessment of learners' communication skills, speech skills, language, country and linguistic knowledge.

Analysis of the lesson

The ability to analyze a lesson is an important professional skill. E.I. Passov and N.E. Kuzovleva rightly point out: “The level of analysis always determines the theoretical and practical competence of the teacher. To paraphrase a well-known saying, we can say: “Show me how you analyze a lesson, and I will tell you what kind of teacher you are” [Passov, Kuzovleva, 2010, p. 625].

The authors, emphasizing the complexity of the analysis due to the multiplicity and multiplicity of the lesson, as well as the specifics of the type and type of lesson, offer a general scheme of analysis, which is based on the following actions:

- determining the validity of the formulation of the aims and objectives of the lesson, their correlation with previous and subsequent lessons;
- establishing the level and quality of achievement of the aim and tasks based on the last exercise and the responses of schoolchildren of reproductive and productive nature;
- determining the measure of adequacy of exercises in terms of orientation to the implementation of the aims and objectives of the lesson;
- identification of the ratio and sequence of exercises performed in the lesson; timing of the time allocated for specific stages of work, for the time when the teacher and learners speak;
- determining the general logic of the lesson, its content, educational value;
- teacher’s consideration of individual psychological characteristics of learners;
- possession of teacher technology lesson: the ability to give clear direction, use different types of supports, different forms of organizing learning activities of learners, ability to give an objective assessment of the actions of each learner, etc.;
- teacher assessment as a speech partner (ability to communicate, possession, voice and intonation, expression, pronunciation in a foreign language, the

ability to tailor your speech to the level of learners studied a language, etc.) [Pass Kuzovlev, 2010, pp. 625-627].

This lesson analysis scheme can be supplemented with the following parameters:

- emotional climate;
- aimfulness;
- correspondence of methods-methods and techniques of teaching to the aim, tasks and stages of the lesson;
- the degree of awareness, motivation and activity of speech and other actions of learners;
- equipment of the lesson with teaching tools, including modern ones;
- linking a lesson with other lessons.

8.3. Course-books on foreign language

The course-book, being an important element of the system of teaching foreign languages, is a basic teaching tool.

The quality of teaching a subject depends on it in many ways, since it is a high-quality course-book that introduces both teachers and learners to all the best in the methodological sphere. But it can only do this if it is in the hands of a professional who uses the author's concept consciously and competently. In this regard, we cannot disagree with the statement that there are no bad and good course-books — there are bad and good teachers.

What does a good course-book mean? What requirements should it meet? What should a teacher pay attention to when choosing a course-book as his main pedagogical tool? We will try to answer these and other questions in this section.

As noted above, from the beginning of the 60s of the last century to the present, schools use the teaching and methodological kit (EMK) for a foreign language as a set of interrelated components of its components.

EMC in a foreign language is a set of teaching tools united by a single aim, content and technology of teaching a subject: a course-book, a book for teachers, a workbook, etc.

Historically, the component composition of the EMK has changed, but the course-book has always remained and today remains the central element of the complex, which gives reason to focus on it.

The course-book is the main component of the curriculum and the main means of teaching, which is an integral methodological system that organizes the educational process.

The methodological literature emphasizes that a modern foreign language course-book should:

• be focused on the requirements of state educational standards and sample Programs on the subject for different stages of teaching foreign languages at school (primary school, primary school, high school);

• comply with modern methodological directions that implement communicative, intercultural, competence-based and (or) axiological approaches to teaching foreign languages;

• meet the age characteristics of learners, reflect the content of their needs, stimulate their motivation and interest in the study of the subject;

• flexibly manage the teaching activities of the teacher and the activities of learners to learn a foreign language and other culture.

The course-book reflects the level of development of methodological science in a specific historical period, embodying the current methodological system, generalizing the language, speech, communicative, socio-cultural experience of learners, helping the teacher to manage the communicative, educational, and cognitive activities of learners. The methodology, as an independent scientific field, substantiates the theory of a foreign language course-book [I.L. Bim, 1977], which deals with the analysis, evaluation and modeling of course-books. In accordance with this theory, the course-book, being the central element of the

EMK, combines all other teaching tools around it and performs the following main functions:

• communicative, resulting from the specifics of a foreign language as a subject and assuming the course-book's focus on the formation of a learner's foreign language communicative and intercultural competence;

• informational, consisting in the presentation in the course-book of the content of training in the unity of its aspects: language, subject, process-activity, emotional-value;

• organizational and managerial, consisting in the ability of the course-book to organize communicative, cognitive and educational activities in various formats: individual, group, collective;

• educational and developmental, related to the use of the educational potential of the subject in order to develop the learner's personality;

• implementing a specific methodological approach to teaching foreign languages [Bim, 2002, p. 5].

The authors of the course-book when creating it are guided by a number of principles, the most important of which, according to A.N. Shchukin, are:

• the necessity and sufficiency of the course-book content to achieve the planned learning outcomes;

• availability of the material presented in the course-book for its assimilation by learners in the allotted time [Shchukin, 2010, p. 227].

Quite often, the course-book is considered as a means of solving training tasks related exclusively to the formation of language and speech skills, as well as communication skills. But in the context of modern methodological approaches discussed above, this is certainly not enough. As N.A. Gorlova writes, the course-book "should be focused on systematization of knowledge and generalization of learners' experience, be a source of self-learning, self-education for them, offer them all possible methodological guidelines: memos, recommendations, instructions, algorithms that facilitate the assimilation of material", it should help the teacher "to interact with learners, organize learners' interaction with each other,

manage their communication and speech development" [Gorlova, 2012, p.18]. In addition, we cannot ignore the role of the course-book in stimulating pupils interest in foreign language, past and present linguistic and cultural development of the people of the country of the target language, interaction and mutual influence of native culture and the culture of the people carrier of the target language.

Any course-book embodying the author's concept builds an ideal methodological system, the effect of which in practice fully depends on a number of factors. These are the personal characteristics of the teacher, the level of his professional skills, the degree of training of learners, the material and technical equipment of the school, etc. Therefore, the real learning process cannot be identical to the ideal learning model presented in the course-book. "There will inevitably be dialectical contradictions between the course-book with the methodological system embodied in it and the real system of education" [Bim, 2002, p. 6]. These contradictions entail certain difficulties both in the work of the teacher and in the learner's educational activity. To prevent them, a creative teacher makes certain adjustments to the methodological recommendations offered by the authors of the course-book, adapts them to the real conditions and current capabilities of learners, reducing or, on the contrary, enriching them. Any course-book, even the best one that meets modern views on teaching a foreign language, needs additional materials. First, they can update the actual information provided on the pages of the course-book, but it is already somewhat outdated, since a fairly long time passes between the creation of the course-book and its publication. Secondly, the content of the course-book and the technology offered in it for learners to learn this content may not correspond to the level of language and communicative development of the latter. Therefore, the teacher is forced to think about what illustrations, texts, videos, etc. it can enrich the course-book. But before doing this, he needs to study the author's concept, which is usually presented in a Book for the teacher.

Here are some recommendations that can help the teacher identify possible deficiencies in the course-book and fill them, as well as correlate the content of the

course-book with the real educational space, individual characteristics and needs of learners.

Recommendations! Before filling the course-book with additional materials, you need to study the author's concept and try to answer the following questions:

• Does the content offered by the course-book correspond to the level of language training of learners, their individual capabilities?

• Which of the contents of the course-book will cause learners difficulties, as well as the greatest (least) interest?

• How should I work with each separate section (fragment) of a paragraph, each text and exercise so that they are interesting to learners and correspond to their capabilities?

• What additional materials on the topic and taking into account the tasks of the lesson should be prepared?

• How can I combine course-book content and additional materials?

• What needs to be changed in the proposed sequence of material passage?

• What forms of work are suitable for performing individual exercises and how are learners prepared for them?

• What technical training tools (computer, video installation, projector, etc.) and additional tools (pencils, cards, etc.)?

However, it should be remembered that only a good knowledge of the course-book by the teacher, its concept, understanding of the "branched program of actions of the learner and his interaction with the teacher and other learners, which is implemented through exercises" [Bim, 1988, p. 101], are important prerequisites for the success of the educational process. The teacher should also be able to analyze the course-book, reveal the features of its external and internal structure.

External structure of the course-book: the component structure of the course-book, the rubricating each component, the organization of its parts, chapters, and sections.

When a teacher picks up a new course-book for him, he first pays attention to the description of the components of the EMK, the central element of which is this

course-book, and the structure of the latter. It should be borne in mind that a modern course-book is usually based on a thematic (for example, “Family”, “Travel”, etc.) or situational-thematic (for example, “At the doctor’s”, “Foreign language Lesson”, etc.) principle. All content is organized into paragraphs, “Which are relatively complete segments of the content plan” [Bim, 1988, p. 99] for speaking, reading, listening, and writing. In turn, each paragraph is designed for several lessons, meaningfully related to each other and reflecting the progression of language and subject aspects.

Today, the course-book can include a book for reading, a dictionary (alphabetical for the entire course-book or by paragraph (lessons), a grammatical and (or) country study guide, sections for self-control of the level of language proficiency, as well as for preparing for tests, etc. All these elements, as a rule, are subject-content related and reflect the thematic and lexical-grammatical progression.

To correctly evaluate the external structure of the course-book, we will give a small **recommendation.**

When choosing a course-book, you should answer the following questions:

• what is the structure of the course-book content?

• what structural sections does it consist of?

• what is the aim of each section?

• what is the structure of the paragraph?

• is there visibility (photos, diagrams, diagrams, drawings, symbols)?

•what is the nature (including attractiveness, color gamut, saturation) and aim of visibility?

• how much text and illustrative information is presented on one page of the course-book (is it overloaded)?

Let’s consider the internal structure of a foreign language course-book.

The internal structure of the course-book, or didactic content, consists of topics and problems, text materials, language tools, illustrative material, tasks and exercises, orientation apparatus.

The didactic content of the course-book must fully meet the requirements of an Exemplary program for a particular stage of schooling, namely to be aimed at developing learners' foreign language communicative competence, i.e. the ability to use the language in real, authentic situations, direct and indirect communication, and interlinked communication, cognitive, social, cultural and moral development by means of the educational potential of foreign languages as an academic discipline. It is at the level of the didactic content of the course-book that the deep connections between the aims, principles and technology of teaching a foreign language are reflected.

Since the content of teaching foreign languages, as was shown earlier, is multicomponent, the didactic content of the course-book is also multicomponent. It has four components. The first is language (lexical, phonetic, grammatical, and socio-cultural) material. The lexical material is represented by a lexical minimum, which is introduced in accordance with the topic, problem, and situation of communication. Phonetic material introduces the features of the phonetic structure of the foreign language and is usually introduced at the initial stage of training.

The grammatical minimum is usually introduced not formally (as in academic grammars of a language), but functionally, i.e. in accordance with the content of the utterance within a particular topic.

Various schemes, rules, and tables serve to understand grammatical phenomena. Finally, the socio-cultural material is certain information about the country of the foreign language, its culture, history, and modernity.

The second component, which in addition to the language material is included in the didactic content of the course-book, is the communicative minimum (as defined by I.L. Bim), i.e. texts, including cliched segments of speech, aphorisms of the topic and situation. The communicative minimum represents different spheres of communication, and texts serve to teach not only reading in a foreign language, but also other ways of speech communication (speaking, listening, writing), as well as the introduction of new language phenomena and activation of all speech skills.

The third component of the didactic content of the course-book includes implementation actions, i.e. “actions for processing this material, for generating and recognizing statements” [Bim, 1977, p. 15]. These actions are implemented in a system of exercises. They are intended both for fixing and activating educational material, and for organizing control and evaluation of the quality and level of its assimilation. All exercises that can be contained in the course-book are divided into language and speech. The first are aimed at mastering the language form by learners (training lexical, phonetic, grammatical exercises), the second — at developing and improving speech skills, when the learner’s attention is focused not on the form, but on the content of the utterance.

Equally important is the fourth component-the existing (acquired) emotional and evaluative experience of participants in the educational process in a foreign language, including the empathic abilities of learners, elements of comparing languages and cultures. This component is implemented by the subject content of the course-book (topics, situations, problems, texts) and the technology of mastering of the content (interactive ways of teaching, creative work on the language and with the language matching techniques and forms of education age and personal interests of learners, the possibility of knowledge through language, productive activities in the target language with access to real socio-cultural context, etc.).

The didactic content of a modern foreign language course-book meets the following basic requirements:

- matching the age characteristics of learners, their communicative and cognitive interests and needs, the level of language and speech experience in their native and foreign languages;
- actuality, authenticity of the subject component of the content presented in the course-book (topics, situations, texts, etc.), implementation of various semiotic codes and, above all, visual ones (photos, drawings, diagrams, etc.) that represent this component in all its diversity;

• representation of authentic (natural) language in all forms of its existence in various spheres of communication and technology of its assimilation, which involves not just memorizing and imitating speech samples and language material, but conscious, creative, productive and independent activity of the learner, activation of those analyzers that ensure the successful formation of the learner's language sensitivity and receptivity;

• socio-cultural orientation of the content, which provides "thematization" of the foreign world (foreign culture becomes the subject of training) and its comparison with the learner's experience gained in the native socio-cultural community, designed to introduce him (the learner) to the background knowledge of their peers abroad, stimulate his cognitive and intellectual processes, expand the general, social and cultural outlook;

• use of a system of tasks, exercises, and other technological solutions that allow learners to effectively, creatively and effectively build their activities to master foreign language speech skills and abilities and communicate with their teacher, friends, books, and others.

Recommendations! Analyzing the didactic content of the course-book, you should pay attention to:

• actuality and consistency of the topic, its relevance to the interests and age needs of learners, the ability to arouse their interest, stimulate speech activity;

• the nature of texts and situations (authenticity, relevance, accessibility, informativeness, etc.);

• the aims and objectives set in the course-book as a whole and each specific section in particular, their compliance with the requirements of the sample Program in foreign languages;

• the system of visibility (aesthetics, information content, variety and quality of illustrations, their compliance with the content of the course-book, etc.) and its role in achieving the aims and objectives;

• the system of tasks (exercises) and the technology of working with each individual task (exercise), including creative nature (balance and sequence of

training and communication exercises, variety of communication functions, etc.);

• possibility of systematization of learners' knowledge, generalization of their language and speech experience;

• possibility of systematization of learners ' knowledge, generalization of their language and speech experience;

• ways to organize communication in a foreign language, the availability of tasks for the organization of educational research and project activities of learners;

• a system of instructions, supports, memos, guidelines that make it easier for learners to perceive and understand the material, evaluate their achievements in learning a foreign language, and teach them how to work with a course-book.

Modern course-books of foreign languages are subjected to scientific and pedagogical expertise by both professionals and the public. Only those Russian course-books that have successfully passed the expert assessment and received official approval for use by the Ministry of public education of Uzbekistan can be used as stable (mandatory) at school. All other course-books and manuals, including those published by foreign publishers, are classified as additional learning tools.

One of the reasons for recommending a course-book for examination is that it belongs to the completed subject line of course-books, i.e. for grades 1-11 (first foreign language) and 5-11 (second foreign language). The content of course-books should ensure the implementation of Federal educational standards appropriate level of education on formation of a personal and tangible result, skills of self-evaluation and introspection of learners and to foster their motivation for learning, intellectual and creative activity, critical thinking, ability to convincingly express their point of view, etc.

8.4. Assessment of the quality of learners' language training

Verification and evaluation (control and evaluation) is an important component of the educational process in a foreign language, the aim of which is to establish the compliance of the learning result and its quality with the set educational and educational tasks.

Evaluation is, as we know, a component of any type of activity as a form of feedback in the "aim — result" system. Due to the social nature of the motivation of human activity, assessment and self-assessment influence it, making a social impact on the activity of the individual.

Psychologists note that evaluation and self-evaluation are made based on the results of an activity, its achievements or failures, advantages or disadvantages, and therefore it should itself be the result, not the aim of the activity.

"Since a person is a conscious being, expects and anticipates evaluation, evaluation affects, affects his activity, directing it in one direction or another, increasing or decreasing its level" [Rubinstein, 1989, p.43].

When describing this component of the educational process in a foreign language in the methodological literature, it is customary to allocate: functions and approaches to monitoring and evaluation; types of control; objects of verification and evaluation criteria; control technology — forms of verification and the format of control and measurement materials; requirements for the organization.

Functions and approaches to monitoring and evaluation

The following functions of control and evaluation are distinguished in educational activities for mastering a foreign language: diagnosing, correcting, teaching and developing, managing, motivational and stimulating, evaluating (M.Z. Biboletova, M.L. Weisburd, K.S. Makhmuryan, A.A. Mirolyubov, O.G. Polyakov, A.N. Shchukin, etc.).

The diagnostic function is manifested in the fact that in the process of checking the degree of proficiency in the foreign language, a diagnosis is made

regarding the formation of individual components of foreign language communicative activity in the learner. This “diagnosis” serves as the basis for determining the ways to correct the appropriate skills, as well as methods of teaching and learning a foreign language.

The educational function is implemented during the performance of control and evaluation tasks that provide learners with the opportunity to train and practice speech, accumulate language and speech experience, experience in solving communicative tasks by means of foreign language speech activity. Simultaneously, on the basis of monitoring and evaluation tasks that point to the corresponding objects of verification, and knowledge assessment criteria learners acquire skills of reflection and self-evaluation of mastery of the foreign language, which ensures the implementation of the development function.

Awareness of success (failure) helps to stimulate the learner’s desire to improve educational results, create motivation to achieve success. Thus, checking and evaluating the result of mastering the foreign language is a means of managing its quality.

In connection with the evaluation function, it is important to distinguish between the concepts of “assessment” and “mark”, assessment as establishing the result and quality of educational activities, and mark as documenting this result.

Based on the modern didactic theory, according to which the learner is an active subject of the educational process, control is interpreted “as a joint activity of the teacher and learners to establish the degree of learning of learners for a certain period of school time” [Biboletova, 1999, p.20]. At the same time, it is noted that in terms of interaction between the subjects of the educational process, the teacher and the learner, and their activities, the functions of monitoring and evaluation are manifested in different ways (Table 8.3).

Table 8.3 Implementation of control functions in the course of teacher-learner interaction

Monitoring and evaluation functions	The nature of the action from the teacher’s point of view	The nature of the action from the learner’s point of view

Evaluative Diagnosing Corrective	Managerial	Training, developing (formation of reflection), motivating, stimulating

In accordance with the approaches adopted in modern linguodidactics and methodology to teaching a foreign language, the control of mastering it is of a competence - based and functional-activity nature, focused on checking and evaluating the formation of foreign language communicative activity and the ability to use it practically in situations that are personally significant for learners, as well as the ability to sustainable independent development of the learner as a language personality and subject of the educational process. In this regard, among the selected functions of monitoring and evaluation, special importance is given to developing and training functions, the function of forming reflection; the controlling function takes a back seat. Along with the achievement control function, a formative function appears that is responsible for the process of modeling the progress of learners in certain areas and for the plan of training correction [Makhmuryan, 2008, p.289].

Types of monitoring and evaluation

In the educational process of mastering a foreign language, depending on the stage of work, conditions and aims of verification and evaluation, the following types of control are distinguished: preliminary (diagnostic), current, intermediate, and final (Table 8.4).

Table 8.4 Types of monitoring and evaluation

Preliminary (diagnostic)	It is aimed at establishing the initial level of foreign language proficiency, usually at the beginning of a certain stage of training, as well as in connection with the arrival of new learners in the class, studying the capabilities of the group, etc.
Current	It is associated with the performance of language and speech tasks in the course of a class (a cycle of classes, including

	classroom and extracurricular work
The intermediate (stage)	Designed to test mastery of training material at the end of a certain stage of training, the completion of the section of the tutorial, chain of classes, thematic unit, curriculum module
Final (level)	It is aimed at checking and evaluating the achieved (currently available) level of foreign language proficiency

Preliminary control in each individual case is aimed at identifying (diagnosing) the degree of formation of various components of foreign language communicative activity (elements of knowledge, individual skills and competencies). Diagnostic control in the field of a foreign language is a means of differentiation and individualization of learning, ensuring that individual characteristics, various degrees of training of the learner, the formation of their abilities to master the language are taken into account.

Current control is carried out in the process of formation of speech skills and types of foreign language speech activity and provides an assessment of the dynamics of mastering the foreign language, the result and quality of performance of the relevant types of work, the success of learning the material.

During the mid-term (stage) control, the increment of speech skills, the quality of mastering a certain program material and the achieved result, progress in mastering the foreign language are evaluated.

The final (level) control is carried out independently of the educational materials that were used for training, taking into account the characteristics of the corresponding level of intercultural communicative competence and program requirements.

The designated types of control in the educational process in a foreign language constitute a single system that implements the main functions of assessing the degree of proficiency in the foreign language.

Objects of verification and criteria for assessing the quality of foreign language acquisition

The concept of “quality” is defined as the result of the educational process, the integrative indicator of which is the quality of the learner — the formation of a set of target competencies and personal qualities in the “portrait” of a school graduate.

Language education in accordance with the requirements of sample programs is designed to ensure the development of foreign language communicative and intercultural (subject) competencies, general communication and information culture, a set of universal educational actions and educational and cognitive competence, as well as key social and socio-cultural competencies as a condition for socialization of learners.

Requirements to level of preparation of learners in the area of foreign language at the end of each stage of training is presented in a single system “objectives — content — expected outcomes” and identify what learners should know and understand in a foreign language; that they should be able; in which the practical activities learner can and should be able to use acquired skills and knowledge. In the sample programs for the academic subject “Foreign language”, the planned results are presented in two formats: as the results of mastering a set of communicative skills and language skills that provide the necessary and sufficient level of intercultural communicative competence (“What the learner will learn”), and as activities using the foreign language (“The opportunity that the learner will get as a result of mastering the subject”).

Accordingly, the parameter of formation of cross-cultural communicative competence, which is the object of verification and evaluation, is a system of level descriptors that determine the content of components of cross-cultural communicative competence:

- linguistic, sociolinguistic and socio-cultural knowledge, skills and abilities;

• ability to solve communicative (pragmatic) tasks by types of speech communication (oral and written discourse): listening, speaking, reading, writing;

• strategic and compensatory skills that ensure successful communication.

An indicator of the development of key social competencies as a result of language education is the use of a foreign language and culture in various areas of the learner's life, which provides opportunities for socialization, as well as the results of independent continuous study of language and culture (languages and cultures) in the modern educational environment.

The level descriptor as an indicator of foreign language proficiency in the accepted pan-European and Russian system of describing and evaluating levels of foreign language communicative competence contains an indication of the situation, conditions and aim of communication, the communicative task to be solved [Common European Framework, 2001; European language portfolio for Russia, 2001].

Here are examples of descriptors of competence in reading for level B1 (threshold).

• I understand simple texts that are related to my studies or personal interests.

• I can extract the most relevant information from newspaper articles covering events, local news, etc.

• I can analyze the actions of characters and their relationships in a story, story, or excerpt from a novel, and relate the results of the analysis to my own experience.

The pan-European system of level descriptors, correlated with national standards of language education, currently forms the basis of any national examination in a foreign language and control and assessment technology. Control and measurement materials for foreign languages of Russian exams (GSE and SSE) are focused on the system of level parameters presented in the FSES and detailed in the sample programs for foreign languages studied.

The system of assessment parameters reflects all components of intercultural communicative competence in the characteristic of the corresponding level (Table 8.5).

Table 8.5 Parameters for evaluating components

cross-cultural communicative competence (hereinafter CCC)

Components of CCC	Parameters of assessment
Linguistic	Assessment of the quality of the language (language skills), the sufficiency of language tools to solve certain communicative tasks
Sociolinguistic and sociocultural	Assessment of proficiency in norms of speech behavior, language tools (receptive and productive) that reflect the culture of the people of the foreign language
Pragmatic and discourse	Assessment of receptive and productive speech skills in order to understand and build discourse in situations of oral and written communication
Strategic	Assessment of the ability to use strategies and interaction skills, compensation for missing language tools

As for educational and cognitive competence in the field of language and culture learning, this component of the quality of foreign language proficiency is evaluated indirectly during the verification of speech communication types (listening, reading, speaking and writing). For example, the evaluation of such cognitive strategies as predictive (forming expectations, making hypotheses), contextual (identifying supports, correlating them with the context), reflexive (correlating aims, results, progress), and others is associated with the quality of solving a communicative task in reading (listening), which is determined, among other things, by the effectiveness of using these strategies.

Thus, the object of verification and evaluation of practical foreign language proficiency is the ability to solve communication problems in situations of intercultural communication by means of the foreign language, which is provided

by a set of language skills and speech skills. These skills and abilities as objects of control are presented differently during verification and evaluation, depending on the type of control and its aims.

Preliminary control can be aimed at checking and evaluating a variety of objects, depending on the specific (necessary) object of diagnostics. For example, listening skills, lexical and grammatical skills, reading techniques, etc.

Current control is related to the process of mastering language tools, the formation of language skills and speech skills, the development of types of speech communication, and therefore the objects of verification and evaluation are the appropriate skills, abilities and competencies being mastered.

Mid-term control as a summing up is directly related to the passed material and includes as objects of verification and evaluation the expected increment in the field of relevant language skills, speech skills, sociolinguistic and socio-cultural means, etc., which make up the content of the passed material.

Final-level control involves checking and evaluating a complete system of objects that determine the parameters of the level of communicative competence. In the content of the modern level exam in a foreign language, taking into account the characteristics of the level being checked, the following objects of verification and evaluation are identified:

• competence in listening, including skills in different types of listening of different types of audio texts, the ability to cope with the sociolinguistic and socio-cultural features of the audio text, strategic and compensatory skills in this area;

• competence in reading, including skills in different types of reading texts of different nature, the ability to understand the sociolinguistic and socio-cultural features of the text, strategic and compensatory skills and skills in this type of activity;

• competence in dialogue communication, including the ability to interact in different types of dialogue, the ability to express different communicative intentions, strategies for interaction with a communication partner, the ability to

use label patterns and techniques adopted in terms of sociolinguistic and socio-cultural features of communication;

• competence in oral monologue communication, including skills of different types of discourse, skills to establish contact with the listener, rhetorical strategies, skills to use etiquette patterns and techniques adopted in terms of sociolinguistic and socio-cultural features of communication;

• competence in written communication — correspondence, including the ability to express thoughts in writing in different types of correspondence, the ability to use label patterns and techniques adopted from the point of view of sociolinguistic and socio-cultural features of communication;

• competence in writing a written text of various types, including skills of different types of written discourse, the ability to structure the text, reflect the logic and sequence of presentation, to argue their thoughts, strategies for interaction with the reader.

It should be noted that the object of verification and evaluation is the content of oral and written communication, which is reflected in the nature and content of texts for listening and reading, the subject of dialogue and monologue communication and correlates with the program level requirements.

In the modern technology of foreign language proficiency control, a criterion assessment of level parameters is adopted, which is based on the criteria for the formation of intercultural communicative competence [Unified state exam in a foreign language, Common European Framework, 2001]:

• for productive types of speech communication: range of communication, interaction, accuracy of use of language tools, fluency and connectivity;

• for receptive types of speech communication: range of communication, accuracy of understanding of language means, conceptual (semantic) interaction, fluency-flexibility, semantic coherence of text understanding.

The criterion of "range of communication" is associated with the evaluation subject and the substantive part of intercultural interaction, including the range of everyday situations, variability of situations and communicative tasks, which can

handle learning language in reception and production, the substantial range and variety of texts, perceived in the process of listening and reading, the amount of sociocultural knowledge. This criterion also characterizes such parameters of communicative activity as the range and variety of speech skills, language and speech tools that determine the quality of speech.

The criterion "interaction" in relation to productive types of speech communication allows one to evaluate the possession of communication strategies, the ability to adapt to the conditions and aims of communication, establish and maintain contact with the interlocutor, observe sociocultural norms of communication, etc. This criterion is no less important, although not directly expressed, in reception, where the interaction is of a conceptual, semantic nature of an indirect dialogue between the author of the text and the reader or listener.

The criterion of accuracy proficiency in language is supplemented by an indicator of the adequacy of their use or understanding in accordance with context of communication, sociolinguistic and socio-cultural norms, an indicator of idiomaticity and availability of linguistic means in connection with a communicative task for all levels of language (lexical, grammatical, phonological).

Fluency is associated primarily with speaking — the absence of unreasonable pauses (hesitations), smoothness and coherence of speech, no need for additional help, a degree of independence, confidence, fluency in solving communication problems. Fluency in reading is the speed of perception and understanding of what is being read, the flexibility to switch strategies depending on the aim and nature of the text. As for listening (direct or indirect), the criterion of fluency, as well as in reading, is more related to flexibility — the ability to use different strategies of understanding, depending on the aim and features of the text. For written speech, the criterion of fluency does not, in our view, have such a significant significance. Although in modern foreign language exams, the written task is regulated by time.

The connectivity criterion primarily determines the quality of productive speech (oral or written text) and characterizes the ability to structure the text, use the means of inter-phrasal and textual communication, and build the logic of the

presentation. In reception, this criterion gets a “mirror image” and characterizes the ability to use all the elements of coherence of the text as a support at the content-semantic level, to trace the logic of the presentation and understand its integrity.

The indicated criteria can be grouped by the main qualitative parameters of foreign language proficiency assessment:

- success in solving a communication problem;
- the quality of the produced or perceived text in terms of content;
- quality of the language side of the produced or perceived text;
- fluency and quality of interaction;
- the degree of independence and freedom of communication in a speech situation.

Recommendations! In the process of checking and evaluating the proficiency of the foreign language, it is necessary to:

- pay attention first of all to the success of solving the communicative (semantic) problem of oral or written communication;
- evaluate the quality of a learner’s independent statement or perceived oral (written) text by how much the content and meaning of the text is disclosed (understood);
- evaluate the quality of the language side of the learner’s utterance or perceived oral (written) text by how accurately and adequately the language tools are used (understood) in accordance with the communicative task;
- pay attention to the ability of learners to interact with communication partners;
- evaluate the degree of independence of the learner in the process of oral or written communication when solving communicative tasks.

Forms of assessing foreign language proficiency

In the process of current and intermediate control of foreign language proficiency, the following forms of work are used (individual, group, pair, frontal) and assessment tools that are typical for the formation of speech skills in one or another form of speech communication:

- modeling of situations of oral and written speech communication related to the solution of various communicative tasks in listening, reading, writing, speaking or based on the relationship of these types of activities;
- interactive technologies – problematic issues, guided conversation, discussion, etc.;
- language and semantic tasks that involve the use of certain language tools (often in the form of test tasks);
- game technologies - language, communication and role-playing games;
- design and research tasks (as a material for independent extracurricular work of learners).

We will especially note the effectiveness of such a form of verification of written speech as dictation. There are different types of dictation: classical dictation, dictation-presentation (retelling), dictation-composition, dictation — text restoration, dictation-editing.

Verification of individual components of speech communication at the stage of preliminary control is most often a piecemeal, aimed at evaluating individual skills, abilities, etc. The format of test materials depends on the specific object of verification: oral conversation, reading text with various communication tasks, writing dictation, language tasks, etc.

The final check is always of a communicative and activity nature and involves, as already noted, a holistic assessment of the level of formation of intercultural communicative competence. The format of the modern foreign language exam (final level test) is complex and includes independent blocks of test materials in accordance with the selected objects of assessment of the ability to

intercultural communication (by types of speech communication — listening, reading, speaking and writing). The assessment tools used in this format are communicative and in some cases language tests.

In modern technology of control and assessment of foreign language proficiency, a special place is occupied by language and communication tests. In their work, teachers of a foreign language can use both standardized tests compiled by testing institutions, tested and having the appropriate specification, and so-called teaching (teacher) non-standardized tests compiled by teachers for their learners in accordance with the General requirements of linguodidactic testing [Kokkota, 1980, p.32].

The main types of language tests are: alternative, cross-selection, multiple choice, sentence completion and recovery, transformation and reconstruction, nonconforming element selection, text recovery, for example, for English: Alternative choice — True-false (Same-Different; Multiple-choice; Completion (open — supply type); Completion (close — gap-filling); Completion + multiple-choice; Matching; Intrusion; Slash; Scrambled sentences (+ multiple-choice); Jig-saw; Close (C-test); Close + multiple-choice.

Language tests are made taking into account the difficulties of assimilation and the characteristic features of the language unit (formal, semantic, contextual). The effectiveness of language tests depends on how responsive the formal, semantic and contextual characteristics of linguistic phenomena both in the job and in related distracting responses (distractor), and the amount of context in which the job (the degree of contextuality of the assignment).

The researchers note that, despite certain procedural advantages language tests, from the point of view of real communication, their major drawbacks are: the possibility of guessing the correct answer, involuntary memorization is a wrong answer, the lack of active thought processes due to the presence of ready answers and a General orientation to the test result, not the strategy of choice of the presented response options real communicative strategies [Kokkota, 1989, p. 16]. Therefore, language tests can only serve as an auxiliary form of checking language

skills, because due to their features, they provide updating of language tools only at the level of reproduction and substitution in a given context.

Communicative tests are used to check and evaluate the level of proficiency in a foreign language communicative competence. They are based on modeling the situation of speech communication and create conditions for the use of the foreign language as a means of solving communicative tasks in activities close to the real one [M.V. Verbitskaya, V.A. Kokkota, K.S. Makhmuryan, T. Brunfaut, B.J. Carroll, Common European Framework].

Tests for checking receptive types of speech activity are made taking into account the type (strategy) of listening (reading) and the characteristics of the perceived text. On this basis, objects are selected for checking the result of understanding (completeness, accuracy, and depth) – general, detailed, and selective. The types of tasks can vary in the degree to which the answer is given, from multiple choice, cross-selection, or alternative tests to open-ended questions. Here, just as in the case of language tests, the degree of the answer set, on the one hand, makes it easier to check the result. On the other hand, there is a probability of guessing the answer, especially with a small number of "distracting" responses (distractors). In addition, the reader (listener) does not have the opportunity to fully express themselves in the interpretation and evaluation of the read (listened to), because to a certain extent it is set (imposed) in the answer options. Open questions, although they complicate the verification and evaluation process, still give the learner more freedom to demonstrate the result of reading (listening).

Communicative tests in the field of speaking are based on modeling situations of oral communication. At the same time, interactive modeling technologies are used to test and evaluate the skills of dialogue speech: role-playing, simulative tasks, communicative games for the initial stage of training, modeling of an authentic communication situation (problem discussion, interview, etc.). to test the skills of monologue speech, problem questions (tasks) are used within the program topic by the type of interview (conversation) with the teacher (examiner).

The natural verification procedure, the ability to freely construct responses in a speech situation that is close to authentic, create conditions for creativity and high activity of the responder. This ensures that the assessment is multidimensional in accordance with the components of cross-cultural communicative competence being tested in a relatively direct communication situation. However, the procedure for evaluating oral speech skills is to a certain extent subjective (based on a high level of expert assessment), which largely reduces the reliability of oral communication tests [Kokkota, 1989, p. 30].

Testing of writing skills to the greatest extent allows you to model the conditions of an authentic situation of written communication and written products. Correspondence skills are checked by filling out postcards, forms, telegrams, questionnaires, and writing personal or official letters. To motivate and test creative writing, problem tasks are used that involve presenting and arguing your point of view, reviewing and evaluating information, including on the material of the text you have read or listened to.

In communicative testing, the recovery test (C-test-cloze test) is particularly distinguished as a form that tests reading skills and the formation of lexical and grammatical skills on the material of a coherent text (or semantic passage). This form of verification assumes that, based on an accurate understanding of what is being read and the prediction of content-semantic and language elements, specially selected lacunae in the text are filled in with lexical or grammatical units, and thus the text is restored. Recovery tests can be made with open answers or based on a choice of options (alternative or multiple choice). The effectiveness of this form for checking the level of development of reading skills is due to the fact that the restoration of lacunae updates and checks almost all the basic skills necessary for an accurate understanding of the semantic content. From the point of view of checking lexical and grammatical skills, the effectiveness of the recovery test is explained by the contextual nature, focusing primarily on the semantic content of the text and the mediated communicative nature of the test of receptive lexical and grammatical skills.

As a technology for monitoring and evaluating foreign language speech skills, which provides authentic conditions for assessing the level of foreign language proficiency, we should highlight the project technology. The project task as a form of final control allows you to check and evaluate the complex of interrelated skills of written and oral speech communication, readiness to use the foreign language in situations that are vital for learners and have personal significance, the ability to creatively apply subject (foreign language) and metasubject skills (universal learning actions). In addition, when learners complete a project task using the language they are learning, conditions are created for testing and evaluating key social competencies, such as the ability to cooperate, solve a problem, make independent decisions, interact in a group, and take responsibility for the process and result of educational and cognitive activities.

Requirements for the organization of monitoring and evaluation

The following main requirements for the control and assessment of foreign language proficiency are highlighted [M.Z. Biboletova, V.A. Kokkota, K.S. Makhmuryan, A.N. Shchukin, J.B. Carroll, Common European Framework].

Level character. Control and measurement materials of any type (preliminary, current, intermediate and final) are compiled taking into account the parameters of the appropriate (target) level of proficiency in the foreign language. The level characteristics are particularly important when developing control and measurement materials for the final test and assessment of foreign language proficiency — the final exam, in particular, the OGE and use. The European Association of language Testers in Europe (ALTE — Association of Language Testers in Europe) offers a system of level tests in various European languages (as foreign languages), including levels A2, B1, B2, C1 and C2. For example, for the English language: Key English Test (KET), Preliminary English Test (PET), First Certificate in English (FCE), Certificate in Advanced English (CAE), Certificate of Proficiency in English (CPE).

Communication and activity character. An effective assessment of the formation of foreign language speech skills involves checking them in connection with the solution of communicative tasks in “living” situations of intercultural communication.

The adequacy and reliability of monitoring and evaluation means that the proposed tasks correspond to the tested speech skills and abilities, i.e., the established objects and aims of monitoring. For example, monitoring the results of reading or listening should be aimed at checking the content and semantic information in the text, the understanding of which indicates the use of the strategies and skills being tested.

Transparency of monitoring and evaluation is related to the extent to which learners are familiar with the verification procedure and criteria for evaluating results. Learners’ knowledge of test objects (level descriptors) and criteria for evaluating the quality of speech actions is a guide for independent control, reflexive assessment of their speech skills, and consistent progress in learning and mastering the foreign language.

Authenticity of verification and evaluation. The authenticity requirement is primarily related to the authentic nature of the materials and verification tasks. Authentic, real-life materials and tasks must also match the age and intellectual characteristics of the learners. In addition the authenticity of monitoring and evaluation implies:

- a comprehensive assessment of the learner’s personality quality related to the use of the foreign language, including social competence, originality of thinking, ability to make independent decisions, autonomy and creativity in the use of the foreign language in life situations, which shows the possibility of socialization of the learner;
- wide use, taking into account the age characteristics of learners, of such monitoring and evaluation technologies as: free conversation (discussion, conference, debate) within the framework of a program topic or on the material of printed or audio-and audio-visual texts, including Internet

resources, for testing and evaluating oral communication skills; different types of project tasks, including interdisciplinary ones using various resources, for testing and evaluating written communication skills; interviews, surveys, assessment and self-assessment checklists, a learner's diary of language and culture learning, types of language portfolio for evaluating the experience of learning and using a foreign language, including the "European language portfolio for Russia".

8.5. Teaching a foreign language at different educational stages

As a child develops, his mental capabilities change significantly, including the nature of his susceptibility to the learning process itself: if at one age the mechanisms of imprinting, imitation, memorization, etc. are effective, then at an older age the mechanisms associated with conscious perception are much more effective. More detailed information on this subject can be found in the special literature. Numerous physiological and psychological works devoted to the study of children of different ages are of interest to us in so far as they are associated with the processes of language acquisition. Accordingly, for each age, it is advisable to have special methods of teaching a foreign language. Let's look at them in more detail.

There are two types of differences in methodological approaches. On the one hand, there are tasks and principles of teaching that are common to all stages, but have certain differences (for example, different degrees of relative importance at different stages of learning). Give some examples.

At all stages of training, there are three content lines: communication skills; language knowledge and skills of operating them; socio-cultural knowledge and skills. But if, for example, at the initial level, the task is to form "elementary communicative skills in speaking, listening, reading and writing", then at the middle level it is about "mastering language tools and skills to operate them in the process of speaking, listening, reading and writing" [Glumova, Busurina, 2005];

the volume of socio-cultural and country-specific information is steadily growing from stage to stage, etc.

The game approach is appropriate at any stage, but the overall scope and, most importantly, the functions of gaming activities change over time very significantly: for example, if in primary school a lot of attention is paid to entertainment and developmental games, then in high school the leading type becomes role-playing.

Motivation to learn a foreign language is important at any age. However, it is known that there are different types of motivations, and there is a direct relationship between the age of the learner and the prevailing type of motivation. Thus, cognitive motivation and achievement motivation are leading in high school, which is explained, in particular, by the awareness of school graduates of the fact that their knowledge will ensure admission to the intended educational institutions. But in the lower grades, the dominant external motive is: children do not always strive to understand why they need to learn a foreign language, but they are ready to do what they want (and even tell them to) parents and teachers: “if they are told, then they need to”.

С другой стороны, у каждого этапа есть свои специфические, присущие только ему, особенности.

On the other hand, each stage has its own specific, unique features.

Features of teaching a foreign language in primary school

According to the State educational system, teaching a foreign language in a modern school starts from grade 1-2, i.e. from the age of 7-8 years. Thus, when developing methods of early learning a foreign language, it is necessary to take into account the characteristics of children of this age in terms of their ability to master a foreign language.

As noted above, social (external) motivation for learning activities is strong in the lower grades. Even boring and useless work they perform carefully, because

the tasks they receive seem important to them. The teacher is most often an unquestionable authority for the child (sometimes more important than their own parents). Cognitive interest occurs in children only sporadically.

Psychological features that are directly related to the process of mastering a foreign language by younger learners can be divided into two groups:

- contributing to effective learning;
- preventing it.

Children of primary school age have a unique predisposition to language acquisition, a good memory, the ability to imitate and childlike spontaneity.

Unique predisposition to language acquisition. A normal child usually develops according to a strictly defined nature "schedule": at six months the first tooth appears, at a year it begins to walk, etc. The acquisition of the native language also goes in a certain sequence: at the age of several months, there is a “buzz”, then “baby talk”, then some meaningful words. At some point, the child begins to understand the speech addressed to him, and then begins to generate coherent speech itself (for some this happens in a year, for others-in two or even three years, but in this case the rate of speech development is significantly higher, and by three or four years the level of language proficiency in children is more or less equal). In any case, the brain is designed so that up to about 10 years old it is "open" for language acquisition; this process is as natural as possible and, most importantly, relatively fast. Only at an early age, the language is learned " directly»; this process does not require any analytical activity. Learning a foreign language at an early age is very rarely a clear failure. A characteristic detail: according to some data, children who have studied the language since early childhood rarely have an accent. Conversely, it is rare to avoid an accent (sometimes quite noticeable) if you start learning a language at a later age.

The “Golden period” of child development, when the child is surprisingly easy to master the language, applies not only to the native language, but also to any language in general. The brain of a child at an early age is extremely susceptible to language, its speech abilities are in the stage of intensive development; it

effortlessly remembers a large number of words, relatively easy to master pronunciation, intonation.

With age, these abilities seem to fade, and to achieve the same results requires much more effort. As K.D. Ushinsky noted at the time, “a child learns to speak a foreign language in a few months in a way that older people cannot learn in a few years” [Ushinsky, 2004, p. 114].

Good memory. It is known that a child easily learns poems and passages of texts in childhood, and with what difficulty this is given to him at an older age. Given this feature, the teacher of elementary grades can use the learning by heart of poems, linguistic clichés, dialogues etc. as a standard training technique. Sometimes having a good memory can even get in the way: you can ask a child to retell a read text, meaning the practice of oral speech, and s/he will almost literally repeat the entire text in response. You have to resort to special measures to avoid “recitation” (for example, ask to retell the text on behalf of one of the characters).

Ability to imitate. Children, as a rule, easily reproduce what they hear. This is especially valuable for developing their phonetic skills. When learning, say, particularly difficult sounds, it is sometimes enough to simply pronounce them clearly a few times, rather than go into long explanations of where the tip of the tongue should be relative to the alveoli.

Children’s spontaneity. It is often necessary to face such a situation when a person, it would seem, has already mastered a sufficient amount of knowledge, but avoids using it in their own speech (if possible, “keeps silent”). Consciously (and more often unconsciously), s/he wants to avoid mistakes, so as not to appear to the interlocutor in an unfavorable light. This situation is mainly characteristic of adults. Children, as a rule, do not have such a psychological barrier and therefore feel much more free when generating speech. By the way, this is their very valuable property for language learning should be reinforced in every possible way, and not “extinguish”, endlessly identifying and correcting their mistakes.

Among the absolute advantages of early learning is the creation of prerequisites for socialization of the child’s personality — through communication

with an adult, the acquisition of experience of interaction and mutual understanding with him and with peers.

The main "inconvenient" factors for learning a foreign language in young children can be considered inability to concentrate, restlessness, rapid fatigue and lack of analytical thinking in children.

There are proven ways to neutralize these factors to a certain extent. The main one is to plan the lesson in such a way as to ensure:

- frequent changes of activities, alternating educational activities - reading, writing, working with a course-book, working at the blackboard, working in a group, etc.;
- use play, singing, or physical education.

It should also be remembered that the best cure for fatigue is the child's interest in what is happening. The teacher must be able to measure the amount and ways of presenting information with the intellectual capabilities of younger learners. Thus, it does not make sense to explain complex grammatical rules that require analytical skills, it is advisable not to use cumbersome tables when explaining them, etc.

Recommendations! In the process of teaching younger learners a foreign language, you should:

- create a psychological environment in which the child will feel comfortable, free;
- be tolerant of children's mistakes, empathize with and admire the success of each of them;
- use language teaching techniques that meet the characteristics of the child's age, especially game-based exercises;
- limit the duration of one activity in the lesson to 5-10 minutes.

The initial stage is one of the most important, since the knowledge, skills and abilities acquired by learners during this period form the basis for their further acquisition of a foreign language.

According to the State Educational Standard of primary general education, elementary learners should be formed the first understanding of the role of foreign language in modern life and multicultural world, the initial experience of using foreign language as means of intercultural communication as a new tool for understanding the world and culture of other peoples.

Familiarity with the culture of the country of the foreign language is intended not only to lay the foundations of respect for other people's culture, but also to serve as a deeper awareness of the peculiarities of their own culture. Primary language education will allow learners to form the ability to represent their native culture in a foreign language in written and oral forms of communication with foreign peers, including using telecommunications.

In the course of learning a foreign language at the level of primary general education, learners are formed:

- elementary foreign language communicative competence, i.e. the ability and readiness to communicate at an elementary level with native speakers of the studied foreign language in oral (speaking and listening) and written (reading and writing) forms of communication, taking into account the speech capabilities and needs of a younger learner;
- general idea of the structure of the foreign language and its differences from the native language;
- ability to set and solve possible communicative tasks, to use the available speech and non-speech communication tools adequately, to be polite and friendly speech partners;
- positive motivation and a steady educational and cognitive interest in the subject "Foreign language";
- the necessary universal learning activities and special learning skills that will lay the foundation for successful learning activities to master a foreign language at the subsequent stages of training.

Recommendation! It should be remembered that a foreign language as an educational subject significantly contributes to the expansion of the General

Outlook of children, their education and development: children get acquainted with the world of foreign peers, with foreign folklore and available examples of fiction. For this aim, it is necessary to use authentic materials: real letters from foreign peers, accessible fairy tales, stories, comics, small works of children's folklore (poems, songs) of the country of the foreign language, etc.

Foreign language classes should be understood by the teacher as part of the overall development of the child's personality, related to his sensory, physical, and intellectual education. Training should be of a communicative nature and constantly create a positive psychological attitude to foreign language speech in the younger learner. The way to create this positive motivation is to play-the main technology of teaching at an early stage of learning a foreign language. As you know, the game is the leading activity in young children, it allows the child to simultaneously enjoy and learn the world, learn.

As an educational technology, the game has four main functions.

Didactic, when the game directly serves as a means of teaching children a foreign language (most often helps to consolidate the past language material and automate speech skills). The didactic result of the game is important for the teacher, although it is usually not an incentive for children. But the constant interest of learners is caused by so-called language games, for example, jokes based on word play. Compare:

Why is the letter A like twelve o'clock? — Because it is in the middle of day.

What does one wall say to the other? — Let's meet at the corner!

Haven't I seen your face somewhere else? — No, it's always been between my ears.

Entertaining, when the main aim of the game is to entertain children, give them pleasure, inspire them, arouse their interest. This allows, in particular, to change the types of activities in the lesson, which is so necessary to neutralize the fatigue of children.

Educational, when the game helps children (sometimes unconsciously) to find the necessary socio-cultural values, forms an understanding of behavior norms. All

team games can undoubtedly be classified in this category: they contribute to a sense of teamwork, when each of the participants tries their best not to let their team down.

Developing, when through the game children develop attention, memory, will, wit, etc. Play activities can put before the child such tasks that require from him not only and not so much knowledge of the language, but also certain mental and creative efforts.

In the process of solving such tasks, children train their sense organs, develop attention, memory, thinking, and will. Figure 8.1 shows the game “taxi” as an example [Vasilevich, 2005, p. 174].

The aim of the game: fixing the letters of the Latin alphabet. In the center of the field, a bold circle marks the “garage” where the “ride” starts.

Figure 8.1 shows two “addresses” named by the “passenger”: first he asked to “go” to the capital E, then to the capital N. "Taxi driver" can be fined if he "brought" not to the named "address". An important rule of the game: you can’t cross your own path. Accordingly, it is not possible to "drive" from {N} in a straight line to {e}, {B}, {t}, etc. We should look for detours. Accordingly each participant in the game must adhere to certain tactics: the passenger should try to confuse the taxi driver, and he, in turn, "go" so that it is possible to travel to any address and at the end return to the "garage".

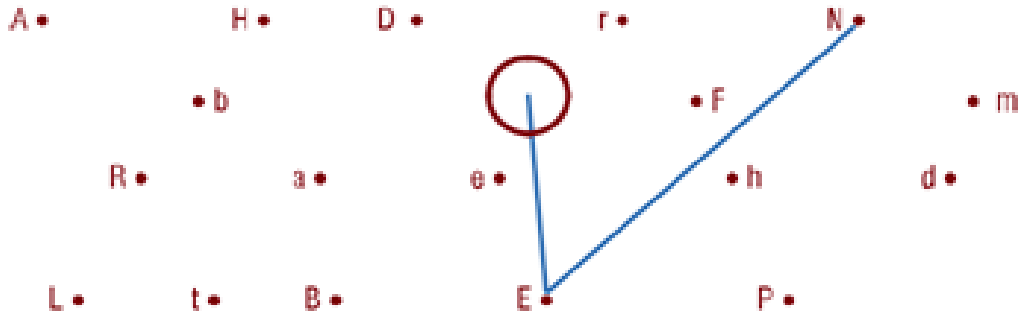


Figure 8.1. Game “Taxi”

It is useful to distinguish between the concepts of “exercise”, “game exercise” and “game” itself (table 8.6). The latter implies the existence of direct or indirect

rules and, in most cases, a competitive element. The game usually has a winner, and an important component of it is the reward for success. The participant's score can be final (at the end of the game) or intermediate (for example, a point is given for a specific answer or a correctly performed action).

Recommendations! It should be remembered that the game should contribute to the development of the child's emotional and volitional qualities, imagination, creativity, and skills:

- overcome obstacles in achieving a aim based on the interest created in achieving that aim;
- correctly evaluate the results of your achievements.

As you know, supporters of the so-called "immersion" method believe that it is necessary to exclude the use of the native language in the lesson from the very beginning, if possible. Children will gradually begin to "enter" an unfamiliar language, to some extent repeating the path that they previously went in relation to their native language. However, it seems that direct teaching methods are good when the training takes place in the country of the foreign language (for example, in German language courses for children of emigrants who have arrived in Germany for permanent residence). In this case, the learner is really immersed in the language environment. In conditions of distance from the country of the foreign language, true immersion does not occur: 2-3 hours of classes per week will not be able to provide it. On the other hand, by "prohibiting" themselves from speaking Russian, the teacher essentially deprives themselves of the opportunity to communicate adequately with children and, therefore, cannot properly motivate them. and, as noted above, motivation is the most important priority at the early stage of foreign language learning.

Table 8.6 Examples of exercises, game exercises, and games

Educational task: Distinguishing English sounds [æ] и [e]	
Exercise	Learners repeat a group of words with the desired sound in chorus after the teacher or take turns reading the words in the course-book

Game exercise	The teacher pronounces a series of words, and if the word has the desired sound, the children clap their hands (or raise their hand, stand up, etc.)
Game	A group of words (bad — bed — bat — bat — pat — pat — pad — pad) is written on the Board. Children are divided into two teams. The representative of the first team goes to the Board and read the list of words prepared by the teacher (e.g., bad — pet — bat — pat — bad). Learners point, what's the word, according to them, was spoken. The number of correct answers reflects the quality of pronunciation. The same goes for a representative of another team. Next, you can cause even one representative. The result is the winning team. At the same time can be identified and the participants (the learner who correctly guessed the most words)

However, we need to mention one more technological problem. The effectiveness of teaching a foreign language depends to a certain extent on the learner's level of proficiency in their native language. Here we should first mention the phenomenon of transference (see above): in many cases, it is possible to explain certain language phenomena of the foreign language by a simple reference to the facts of the native language. For example, Indo-European languages have very similar phonetic systems or grammatical categories. And of course, we should mention the presence in these languages of a significant number of words with a common etymology. Russian language has a large group of "international" words, as well as actively replenished now borrowed vocabulary (especially from modern English), allows, for example, to conduct dictation of the following type: Learners are asked to "translate" into English words that they "Have not yet passed" (cf. Admiral, correspondent, medal, pilot, supermarket, etc.). They are informed that in English these words are written the same way as in Russian, only in Latin letters. Performing such a task, children not only fix sound-letter correspondences, but also replenish their passive vocabulary.

Even more important is another aspect related to the reliance on the native language. We are talking about the speech culture of the child. A simple example: how can you expect a successful "retelling in your own words" of a foreign text read if the child does not have the ability to retell anything in Russian (as they say, “two words cannot connect”)? Therefore, teachers of foreign languages should not only exclude native speech in the classroom, but also “as far as possible” take care of its development in their learners. It is highly undesirable to ignore “clumsy speech”, obvious stylistic, and even substantive errors. Of course, you should try to spend as little time as possible from the lesson.

Recommendation! When teaching a foreign language to yiung learners, the teacher must constantly keep in mind the task of improving the skills and abilities of the native language

Features of teaching a foreign language in secondary school

The secondary school usually includes grades 5-9. By the beginning of this stage of education, children reach the age of 12-14 years. This is a difficult transition from childhood to adulthood, when teenagers insist (sometimes unreasonably, but firmly) on asserting their position, trying to stand out among their peers. At the same time, they have a significant expansion of their General understanding of the world, increasing analytical capabilities, developing logical thinking; the learning process is becoming more and more conscious. The child is gradually formed as a person, and in educational activities is largely guided by social motives: the desire to fulfill their duty as a learner, to better prepare for future work, to achieve an honorable place in the team. In a good academic performance, he sees the manifestation of not only personal dignity, but also the social significance of his personality, i.e., he seeks both public evaluation and personal self-affirmation. Cognitive and self-assessment motivation is becoming increasingly important.

As for a foreign language, it should be noted that in addition to continuing a systematic course of language training, the teacher has another task: preparing learners to pass the Main State Exam (hereinafter MSE). The aim of the exam is to determine whether the learner has reached the basic level of foreign language proficiency necessary for further study.

Depending on the degree of success of training (and, not least, from the personal inclinations) graduate of basic education is set to further education: admission to grade 10 of secondary school (including special classes), vocational schools, colleges, etc. In this regard, a foreign language teacher has another task: to bring to the attention of learners (at least in the overview plan) information about the composition and program of elective courses of specialized classes (for example, a foreign language and an introduction to linguistics; a Foreign language and the basics of foreign literature; foreign language and introduction to translation activities; foreign language and tourism business, etc.), and if necessary, organize pre-professional training [Chistyakova, 2004].

It should be emphasized that the introduction of second foreign language classes in the main school at the expense of the school component is becoming more and more widespread.

According to the State Educational Standard of basic general education, the development of the subject “Foreign language” is aimed at achieving the pre-threshold level of foreign language communicative competence, which allows learners to communicate in a foreign language in oral and written forms within the subject and language material of the main school. A clear list of topics for learning: “My family”; “My friends”; “Free time”; “Healthy lifestyle”; “Sports”; “School life”; “Choice of profession”; “Travel”, etc.

The development of lexical competence includes the skills recognition and use in speech of lexical units, catering to the situation of communication in the context of the primary school, as well as the most common expressions, phrases, clichés of speech etiquette typical for the culture of the target language to the tune of about 1200 units (including 500 learned in elementary school). The introduction

of new vocabulary is carried out by the teacher in the classroom, but along with this, exercises are introduced that are designed to develop learners' ability to guess the meaning of unfamiliar words based on word-formation elements, similarity of roots in the studied and native languages, as well as the context. These exercises, the proportion of which is gradually increasing, are performed, of course, also under the guidance of a teacher.

Since the thinking abilities at this age are already sufficiently developed for the teacher to give relatively complex language explanations, it is possible to dramatically increase the volume of grammatical material. By the end of basic school, the basic grammar course is already completed.

To a certain extent, oral anticipation remains in force, but the process of learning oral speech itself is undergoing changes. The proportion of exercises that require learners to perform mechanical reproduction and imitation is decreasing. They are replaced by exercises that have the form of speech tasks.

In the secondary school, all components of foreign language communicative competence are improved, including socio-cultural knowledge and skills, general and special educational skills and universal methods of activity, as well as compensatory skills.

The ability to build coherent monologue statements (narration, description, reasoning) based on, and then without relying on visual clarity, read (listened to) the text is formed. The volume of utterance increases from 8-10 phrases (class 5-7) to 10-12 phrases (class 8-9). More and more attention is paid to the development of untrained speech — the ability to use known material in a variety of situations. Therefore, among the exercises for the development of oral speech, a significant place is occupied by those in which a specific communication situation is set in one form or another. A fundamentally new task of this stage is to teach learners to complement the exchange of replicas with small (3-4 sentences) statements. Accordingly, learners begin to master the ability to conduct dialogues of various types-a label, a dialogue-an inquiry, a dialogue-an incentive to action, a dialogue-

an exchange of views and a combined dialogue. The volume of the dialogue is from 3 replicas (5-7 grade) to 4-5 replicas (8-9 grade) from each learner.

A lot of time is devoted to developing the ability to understand foreign speech by ear, especially when it is presented once (as is the case in real communication). By the end of this stage, learners should be more or less confident in understanding an oral message lasting up to three minutes of sound, and at a medium-normal pace. To achieve this aim, various phonograms and records are widely used, which learners listen to not only in the classroom, but also outside of school hours.

Nevertheless, oral speech during this period gives way to reading: a significant portion of educational time is devoted to the formation of this type of speech skill. The work related to learning to read is undergoing significant changes compared to the initial stage. Texts of various genres (popular science, journalistic, artistic, pragmatic) and types (article, interview, story, excerpt from a work of art, ad, prospectus, poem, etc.) are attracted. The total volume of reading is noticeably increased. The skills of introductory reading are formed, which uses exercises that develop the technique of reading about oneself. Learners begin to master the techniques of learning reading. For this aim, we introduce a type of work such as reading with analysis elements. Reading to oneself in general gradually becomes the main type of reading and is carried out by learners mainly at home. Authentic texts of fairy tales or excerpts from children's fiction are used for home reading. If they adapt, it is recommended to leave 3-4 to 10 unfamiliar words in them. At the same time, the teacher gives learners special exercises in order to instill in them the ability to guess the meaning of unfamiliar words from the context or on the basis of word-forming elements, similarity of roots in the studied and native languages, etc. However, if possible, texts should not contain uncharted grammatical material.

The content of texts should correspond to the age characteristics and interests of learners, have educational and educational value, and affect their emotional sphere.

The content of texts should correspond to the age characteristics and interests of learners, have educational and educational value, and affect the emotional

sphere of learners. The subject of reading texts is related to the daily life of the learner at school and at home, as well as to broader content ("Nature", "Travel", "Holidays", "Biographies of outstanding people", etc.). When choosing educational material for reading, preference should be given to artistic texts, especially those that contain conflicts and which actualize social, cultural and other problems. Such texts "provoke" the learner to make statements and invite them to a discussion.

By the way, the degree of adaptation of texts is steadily decreasing. As a result, learners are increasingly faced with the need to refer to bilingual dictionaries. Already in the 7th grade, exercises are introduced that teach learners to work independently with a bilingual dictionary. Forming the appropriate skill is one of the specific tasks of the described period.

Teaching writing is reduced to the formation of learners' skills of filling out questionnaires and forms, writing short (30-40 words) greetings and personal letters (in response to a letter-incentive) with the use of speech etiquette formulas adopted in the country of the foreign language.

Play activity at this stage does not play the crucial role that it had in primary school. But this does not mean that it disappears altogether. The game approach is still "in service" with the teacher, but in many ways the nature of games is changing: they become more complex, require a certain level of intelligence and a higher level of foreign language proficiency.

Here is an example of the game Fortune teller for children in grades 6-7 (English classes).

Fortune teller

Write down your first name. How many letters are there in it? If there are 2, 3, 4 or 5 — then add 3. If there are 6 letters or more, then subtract 4. The result number will be your code number. **Examples:**

• You are **Sam.** So there are 3 letters in your name. You must add 3. Your code number: 3 + 3 = 6.

• The British queen's name is **Elizabeth** (9 letters); her code number: 9 – 4 = 5.

Now look at the fortune-teller table and write out the letters with your code number. **Example.** Sam's code number is 6, so he must write out: g — r — e- ...

Go on and find out what is said here about you.

8	**5**	**3**	**7**	**4**	**6**	**2**	**8**	**3**	**5**	**7**	**2**	**4**
l	m	s	n	m	g	s	u	u	i	e	m	o
6	**4**	**8**	**5**	**2**	**3**	**7**	**2**	**4**	**6**	**5**	**8**	**3**
r	r	c	n	i	c	e	1	e	e	d	к	c
7	**5**	**3**	**6**	**4**	**8**	**2**	**5**	**7**	**3**	**4**	**6**	**2**
d	y	e	a	m	y	e	o	a	s	o	t	s
8	**4**	**5**	**2**	**7**	**3**	**4**	**8**	**2**	**6**	**3**	**5**	**4**
w	n	u	a	f	s	e	e	h	P	i	r	y
6	**7**	**3**	**8**	**4**	**3**	**2**	**5**	**7**	**8**	**5**	**4**	**3**
r	r	n	e	n	a	e	t	i	к	e	e	f
5	**6**	**4**	**3**	**8**	**2**	**5**	**7**	**4**	**6**	**3**	**2**	**8**
e	a	x	f	e	a	t	e	t	i	a	d	n
4	**5**	**8**	**6**	**3**	**7**	**4**	**3**	**6**	**4**	**7**	**4**	**3**
w	h	d	s	i	n	e	r	e	e	d	k	s

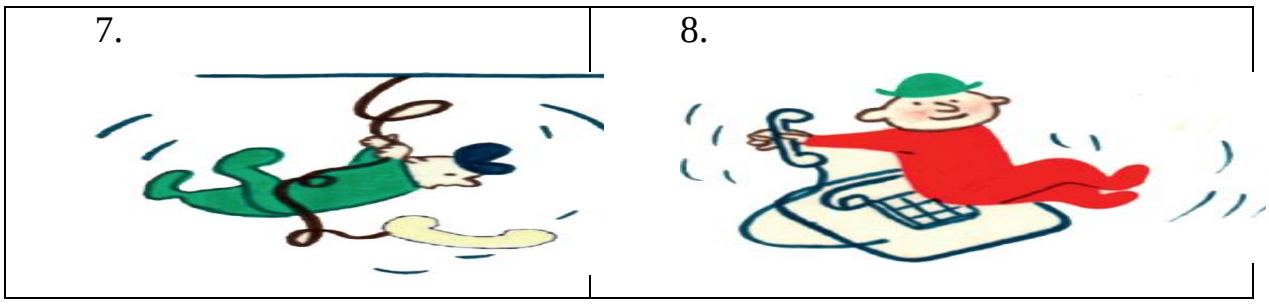
Visual clarity at the middle stage acquires new functions: drawings become mostly plot-based and are used not to introduce new vocabulary, but to stimulate oral statements ("Story by picture"). A certain development of intelligence makes

it possible to use the element of humor-a recognized factor in improving the effectiveness of the educational process. Here is an example of the use of comic character imagery based on the comparative analysis of English and Russian phraseological units (Picture. 8.2).

First, a picture is shown that illustrates a Russian phraseology (learners try to guess which one), then a picture is given with an image of an English phraseology of similar content. The images are presented in pairs in Fig. 8.2. The "Decoding" of the images looks like this:

Number of the picture	Russian phrase	Number of the picture	English phrase
1	Оставить с носом	2	To leave somebody with the bag
3	Душа в пятки ушла	4	The heart sank into the heel
5	Льет как из ведра	6	It rains cats and dogs
7	Висеть на телефоне	8	To sit on the telephone

Russian phrases	English phrases
1. 	2. 
3. 	4. 
5. 	6. 



Picture. 8.2. Idioms of the Russian language and their equivalents in the English language

Features of teaching a foreign language in 10-11 grades

The upper school, covering grades 10-11, completes the school's language education course. By this time, learners reach the age of youth (15-18 years). This is the period of completion of puberty and at the same time the initial stage of physical maturity.

Both boys and girls are very concerned about their appearance. They acquire a tendency to self-analysis and self-criticism. Some of them feel that other people are constantly paying critical attention to them. For older learners, belonging to a particular social group and their own position in it are extremely important. Friendship is of great importance along with the set of relations among youth.

Learners are on the threshold of entering an independent life and must solve for themselves a task of paramount importance-self-determination, the choice of their life path. Accordingly, they have a very active development of the intellectual sphere, forming a conscious attitude to learning. Mental activity, processes of theoretical generalization and abstraction acquire a level of development that makes independent creative activity possible, encourages the search for cause-and-effect relationships between phenomena, and develops critical thinking.

During this period, the requirements of the program for school graduates are finally implemented and preparation for passing the SSE is carried out. The latter, as in the case of the state educational standard (SES), requires special attention, and sometimes only indirectly related to the achievement of general educational aims of teaching a foreign language. So, children are introduced to the format of the exam. A number of training manuals are published, where you can find and

complete (and repeatedly) versions of the exam. When checking completed tasks, the teacher not only points out actual language and speech errors, but also technical shortcomings: incorrectly filled in the “header” of the answer form, did not meet the allotted time, etc. Along the way, tactical advice is also given (such as: “Don’t stay too long on one task; if the solution doesn’t come immediately, skip it and come back at the end, if you have enough time”; “Discard immediately options that seem clearly wrong”, etc.).

It is very important to teach learners the techniques of working on the language, which would allow them to further improve their knowledge independently if necessary. In general, independent work of learners is given great importance. They gradually learn to use reference literature (including dictionaries of various types, grammatical manuals, etc.), as well as the capabilities of various sites on the Internet when working on a language. This allows them to do without the help of a teacher more often.

Teaching a foreign language in high school should ensure continuity with the preparation of learners in the secondary school. In grades 8-9, learners have already gained some experience in performing foreign-language projects, as well as other types of creative work. This makes it possible to carry out foreign-language projects of intersubject orientation at the senior level and encourages them to make intensive use of foreign-language Internet resources for socio-cultural development of the modern world and social adaptation in it. In particular, it provides for inter-subject links with the subjects “Uzbek language”, “Literature”, “History”, “Geography”, “Physics”, “Music”, “Fine art”, etc.

At the same time, as you know, at the present time in the Russian school in relation to a foreign language at the senior level, two-level training is accepted: general basic and in-depth profile, which is allocated twice as much educational time. At both levels of education, the program is aimed at implementing four main content-based approaches to foreign language teaching: personality-oriented, communicative-cognitive, socio-cultural, and activity-based. All four of these content lines are interconnected, and the absence of one of them violates the unity

of the subject “Foreign language”. However, the main line should be considered the further development of foreign language communicative competence (speech, language, socio-cultural, compensatory and educational-cognitive), which, in fact, are the result of mastering a foreign language.

Learning a foreign language at the basic level of secondary (full) general education is aimed at further development of foreign language communicative competence, as well as at developing the ability and readiness to independently study a foreign language, use a foreign language in other areas of knowledge.

Given the communicative focus of the course of study, upon its completion, the graduate should be able to use the acquired knowledge and skills in practical activities and daily life to communicate with representatives of other countries and orientation in a modern, multicultural world, including to engage in dialogue, using value judgements, talking about yourself, your plans (speaking); standard common in everyday communication (listening); reading authentic texts of various styles: journalistic, artistic, scientific, pragmatic (read); write a personal letter, fill out a questionnaire, and provide information about yourself in writing (letter).

Teaching a foreign language at the profile level has basically the same aims as at the basic level. However, due to the significantly greater number of hours allocated to a foreign language, the volume and depth of learning of the acquired language material (lexical, grammatical), as well as the practice of speech activity, sharply increases. The requirements for the level of speech skills are also sharply increasing. For example, in terms of the development of monologue speech, training in a coherent reasoned statement about the text read or listened to is of particular importance. In addition, it is possible to train such specific activities as abstracting, annotating and editing text, literary translation, etc. In some cases, learners can be invited to try their hand at teaching and research activities, which will allow them to look at some of the problems of language from the perspective of linguistic science.

Educational and research work of learners can be organized in two directions:

• regular educational and research activities of learners (problem lessons, seminars, practical classes, etc.);

• extracurricular educational and research activities of learners, which is a logical continuation of the regular activities (research and abstract work, intellectual marathons, conferences, etc.).

Elective courses are organized in specialized classes. They are mandatory, but learners can choose a specific course for themselves.

Elective courses have two functions. On the one hand, they can "support" the study of the main subject at the level set by the profile standard. On the other hand, they serve for internal specialization of training and for building individual educational trajectories. Examples are the courses "Literary translation", "Foreign correspondent", "Uzbek and French youth", "Basics of business English", etc.

The practical aim of high school education is determined depending on the level. By the end of training in the first and second foreign languages at the basic level, learners are expected to reach the threshold (B1 on the pan — European scale) level of communicative proficiency in a foreign language; for graduates of specialized classes-a level exceeding the threshold, sufficient for business communication within the selected foreign language proficiency profile.

In terms of developing oral speech, the aim is to strengthen previously acquired skills so that learners can use them in almost any situation of everyday communication. The emphasis continues to be placed on unprepared speech. Role-playing games are widely used in this regard.

During monologue statements, learners should clearly formulate a question or problem, making assumptions and possible consequences; express their point of view and comment on the point of view of the interlocutor in discussions on a wide range of topics, giving arguments for and against; build an oral statement based on several read and (or) listened to texts, transmitting their content, comparing them and drawing conclusions; explain their point of view on the current issue, pointing out the pros and cons of various options; make a clear, logically structured report, highlighting important elements. The amount of utterance is 12-15 phrases.

Here is an example of a task that encourages verbal improvisation.

Moral Problems _____

1. You are a famous tennis player. You are also a sculptor, though you are not so good at art as you are in tennis. Nevertheless, because of your tennis reputation, you manage to sell your sculptures at high prices. One piece of your work for which the customer has already paid you is lost in transit during delivery. Naturally you offer to return the money to him, but he writes you:

"Forget it. Keep the money, and consider it a kind of a pay on my part for the pleasure it has given me to watch you in many tennis matches. — I mean it". SHOULD YOU KEEP THE MONEY?

2. You are a spinster who has legally adopted the child of a widower who is in such a bad financial position that cannot provide for it. The arrangement is according to his wish. Years go by. You have become very fond of the child and concern for its best future as if the child were your own. But — alas! Your business affairs went bad and you have become financially unable to do for the child all you want to do. Meanwhile the father of the child has become wealthy. He is eager to have his son back again. You realize that now you could never give him all that his father can. SHOULD YOU GIVE UP THE CHILD AFTER ALL THOSE YEARS SPENT FOR HIS UPBRINGING? OR YOU MAY THINK OF SOME OTHER WAY OUT?

When participating in dialogues (up to 6-7 responses from each side), learners should request and exchange information within the studied topic; briefly comment on the other person's point of view; conduct a prepared interview, checking and receiving confirmation of any information; communicate without preparation in

situations of official and unofficial communication; respond to the arguments of the interlocutor with reasoned arguments.

The formation of foreign language communicative competence in listening involves the development of the ability to understand by ear the main content of simple authentic texts containing a certain number of unexplored language phenomena; understand simple technical information; understand a lecture or conversation, provided that they have a simple and clear structure; in general, follow the main points of the discussion, provided that everything is pronounced in a literary language; understand fully simple-sounding audio and video texts of a monologue and dialogue nature, characterized by a clear, normative pronunciation, in the most typical situations of everyday communication; select meaningful information in the text. Learners will have the opportunity to learn how to follow the progress of a long report in a literary language; understand spoken language within the literary norm on familiar and unfamiliar topics.

In high school, introductory reading is improved, which at this stage is dominant among other types of reading. However, at the same time, learners are also introduced to a new type of learning reading. Actively develop the ability to read and understand simple authentic texts of various styles and answer clarifying questions; confidently exchange accumulated factual information based on the text read. Learners are given the opportunity to learn to understand complex texts in detail using text analysis elements; determine the time and cause-and-effect relationship of events; predict the development (result) of the facts (events) presented; determine the author’s intent.

As before, the reading of texts is carried out by learners mainly at home, in the classroom they are given (if necessary) some preliminary information about the text and, possibly, some special tasks (including individual ones). In the classroom, you can also do exercises to control what you read and check the completion of tasks based on the text.

Improving the skills and abilities of writing is reduced to the development of the ability to write a short review of a film (book, play); to make notes during the

lecture, provided that the lecture has a clear and clear structure within the studied topic; to freely Express in writing your opinion about the actual information within the studied topic, giving clear arguments and examples; to write clear, well-structured texts on complex topics.

At the profile level, the senior school develops professionally oriented skills of translating texts from a foreign language into Uzbek. At the same time, learners master the skills of using explanatory and bilingual dictionaries and other reference literature; master such translation techniques as replacing, rearranging, adding, omitting, and calculating; master the initial skills of editing text in their native language. Foreign-language translation materials are texts related to the selected profile by their subject.

It should be noted that familiarity with translation difficulties and ways to overcome them, with the types of non-equivalent vocabulary and ways of transmitting it in the native language, types of international vocabulary and such phenomena as “False friends of the translator”, etc.is of great importance not only in terms of mastering the actual translation skills, but also allows you to better understand certain language aspects of both a foreign and native language.

Phonetic skills are improved primarily in terms of achieving a clear and natural pronunciation of words in a foreign language, without allowing a pronounced accent, including in relation to new language material; mastering intonation models of speech, i.e. the ability to convey nuances using the appropriate intonation and logical stress. Reading aloud continues to be practiced only for this aim. This, in turn, requires increased work on the assimilation of the system of transcription signs.

The knowledge of the basic grammar course is finally fixed. At the same time, grammatical phenomena that were previously learned receptively, pass into the category of productive. In addition, learners are introduced to more complex grammatical phenomena that are intended only for recognition when reading. This work is part of a reading with analysis elements.

Learners learn most of the lexical material on their own, and they are taught to work not only with bilingual dictionaries, but also with intelligent dictionaries of the language they are learning, as well as with lexical information on the Internet. Graduates acquire the skills to recognize and use the studied lexical units in written and spoken text; to recognize and use stable expressions and phrases (collocations) in speech, as well as cliche phrases to participate in conversations in various situations, including official and unofficial, etc.

A distinctive feature of foreign language classes at this stage is their focus on getting learners new factual information for them, regardless of the type of reading by which it is obtained, in other words, the organization of training is as close as possible to the conditions of real access to a written source.

In conclusion, it should be noted that at the senior level, the study of a second foreign language continues at the expense of the school component.

8.6. Extracurricular activities

Extracurricular work is an integral part of the educational process of the school, one of the forms of organization of free time of learners, carried out in the form of additional educational load in the classroom or outside of school (in the latter case, more often talk about extracurricular work).

The main aim of the organization of extracurricular activities is to ensure age-appropriate adaptation of the child in the educational organization, creating favorable conditions for the development of the child.

Extracurricular activities are closely linked to the additional education of children, creating conditions for the development of children's creative interests, including them in artistic, technical, sports and other activities.

The main advantage of organizing extracurricular activities is to provide a wide range of activities for the child based on the range of directions of children's associations of interests, the possibility of free self-determination of the child, the involvement of qualified specialists in the implementation of extracurricular

activities, as well as a practice-oriented and activity-based basis for organizing educational activities.

The time allocated for extracurricular activities is not taken into account when determining the maximum allowable weekly load of learners. However, the actual curriculum of schools usually determines the weekly educational load, implemented through extracurricular activities, in the amount of no more than 10 hours. To prevent overloading of learners, it is allowed to transfer the educational load implemented through extracurricular activities to the vacation periods, but not more than ½ of the number of hours.

When organizing extracurricular activities directly in an educational organization, it is assumed that all teaching staff of this organization (primary school teachers, subject teachers, social teachers, Tutors, etc.) take part in this work. Foreign language teachers also play a significant role in this work.

Conducting extracurricular work in a foreign language is designed to perform two main tasks:

• increase the amount of language knowledge and practical skills of learners;

• increase their motivation to learn a foreign language.

Extracurricular work — any activity organized by a teacher or learners during extracurricular time, based on the personal interest of participants in order to develop them both in educational and spiritual and moral terms.

Extracurricular activities are optional, but involve everyone who wants to participate.

Generalization of the domestic experience of conducting extracurricular activities allows us to formulate a number of inherent principles [Grigoriev, Stepanov, 2010].

Accessibility, which allows you to attract the entire contingent of learners to the events, regardless of their success in mastering a foreign language.

Individual approach – the need to take into account not only the different level of language training of learners, but also their individual age interests,

aptitudes, abilities, and even possible psychophysiological features. This principle inevitably implies the existence of individual forms of work.

A combination of individual and group forms of work. Group forms of work are highly productive. It usually has a positive effect on the formation of personality. At the same time, the mood and creative activity of the child in many ways often directly depend on the attitude of the closest friends to him. In this regard, special attention should be paid to the process of forming a group, including in team games (see more about this in [Savina, 1991]).

Creative activity of learners – every possible encouragement of their initiative and various independent activities.

Entertaining. We are talking about choosing mainly such types of work that are emotionally attractive or have a competitive nature.

Continuity of extracurricular activities and curriculum. When organizing extracurricular activities, do not forget about the school program, which directs the entire course of teaching a foreign language. Of course, there is no point in duplicating classes in the classroom. The exception can be considered classes with laggards, but they are only a minor and, moreover, the least interesting part of the entire complex of extracurricular activities. In any case, when selecting material for extracurricular work, it is appropriate to link it to a certain extent with the program theme — whether it is a passed grammatical rule, new vocabulary or country – specific information.

Interdisciplinary connections. In the process of preparing certain events, quite often there is a need to attract materials that require reference to areas that belong to the sphere of interests of completely different school subjects — literature, history, geography, biology, etc. The implementation of such intersubject links allows us to implement a systematic approach to training, which is fixed in the requirements of the State Educational System.

Extracurricular activities can be regular or limited to a number of one-time events. In both cases, there are many forms of implementation. Thus, the SES mentions: excursions, clubs, sections, round tables, conferences, debates, school

scientific societies, Olympiads, competitions, search and scientific research, etc. Let's look at some of them in more detail.

Perhaps the most common regular form of extracurricular work is a foreign language circle. The circle can be organized for children of almost any age. The practice of the existence of subject circles shows that learners with average academic performance, working actively in the circle, begin to learn well both in this and other subjects. Experienced teachers specifically involve a poorly performing learner in the circle, try to interest them, and when they are interested, they set a requirement for them to eliminate problems in their academic work.

Recommendation! It should be remembered that each member of the circle takes an active and voluntary part in all events held by the circle, performs specific work in accordance with their interests and capabilities.

The presence of your own page on the school website may be important for the activities of the circle. The site is the school's business card. It allows you to report the most interesting things that are happening at school, accompany this information with photos and videos of past events, etc. In addition, the school website is a means of communication. Guys can go to the forum and share their thoughts, make suggestions and suggestions. Not only children have access to the school's information space, but also parents, who can learn about all past and planned events from the electronic magazine. Of course, the information on the site must be constantly updated so that interest in it does not disappear.

A wide range of different activities can be involved within the circle. Here are just a few examples.

"English (German, Spanish, etc.) club", which focuses on the country-specific aspect. For the club, learners together with the teacher choose the name and logo; you can even adopt a "Charter" and certain rituals for holding "meetings". Members of the club conduct virtual trips around the country, meetings with native speakers are organized for them, etc. For each meeting, participants prepare messages related in one way or another to the history, culture of their country and the country of the foreign language, current news, etc. In principle, the subject of

messages should not repeat the materials of course-books and must contain interesting (Why not sensational?) historical facts or current events.

There is a constant interest in this type of group work, such as listening to and memorizing songs in the foreign language. There is a certain stimulating moment here, especially if we are talking about hits, “Hits of the season” performed by currently fashionable foreign and domestic representatives of pop music.

Drama club, whose task is to prepare a series of plays in the foreign language. Below we will discuss in more detail the problems of Pen-friend-the organization of collective communication between learners and peers from other countries (regular correspondence, communication by e-mail, chats, Skype, etc.). it is Important that this communication is built around interesting problems, has a positive character, and mutually enriches participants with new socio-cultural information. It is not necessary to establish a connection with the country of the foreign language; communication can be with a resident of any country in the world, as long as it takes place in a foreign language. Properly organized communication is not only of great educational, but also practical importance, as it contributes to the development of writing skills (email, chat, Facebook) and oral speech (Skype), allowing learners to practically use a foreign language as a means of communication. The teacher should help learners to establish appropriate contacts and, in all cases, it is desirable to encourage learners to share their impressions of their communication in some form.

“Circle of book lovers” — reading and discussing books in the foreign language, writing reviews, searching for information about authors, organizing discussions, etc.

“Circle of experts and lovers of English (French, etc.) language” (linguistic circle), which mainly studies the subtleties of the language with the involvement of new, unknown to learners language materials and — certainly — a wide use of entertaining language games. The circle is created primarily for learners who have a foreign language – “Favorite subject”, and they would like to get an in-depth knowledge of it, not provided for by the school program. Work in such a circle

should be conducted in two directions. The first of them is to familiarize the members of the circle with additional data on the foreign language, the second is to constantly work to maintain the motivation of learners through language games and creative types of work with the language.

Recommendation! It should be remembered that not all the content of the program material attracts the interest of children, and the novelty of the topic itself cannot but cause children to be interested in its study. In the classroom, the teacher must:

• create problematic situations where new information is presented in a way that evokes an emotional perception of the topic;

• show learners that “new” things can be learned in long-known things and that you can learn to be surprised by the usual (familiar) facts.

Classes in the linguistic circle should provide learners with the opportunity to consolidate and improve their foreign language speech skills and abilities. For example, when conducting a general school event (a museum tour, meeting with a native speaker in an informal setting, etc.), you can assign members of the circle to act as guides or interpreters, and after the event, arrange a discussion in a foreign language at a meeting of the circle. In general, the activities of the circle should be closely connected with the life of the class and school (publication of thematic Newspapers, preparation and holding of various holidays and “Weeks of a foreign language”, drama productions, etc.).

Language games — both standard (for example, solving crosswords and anagrams) and not so well-known (for example, writing captions to comics) can help to increase the motivation of learners. Well-chosen games (especially with an element of humor — there are a lot of them, for example, in the English language tradition) cannot fail to please the children.

Finally, for linguistically gifted children, you can organize creative "sections" where they will be engaged in artistic translation or, for example, writing poems in a foreign language. At first glance, to compose a poem, and even in a foreign language, requires a special language skill. However, children are told that they

should not despair if they do not get a masterpiece. It is known, in particular, that writing a poem together significantly reduces stress. Here is an example of a technique used for group work in English.

Group members (for example, from 6 people) are given one English verb: hope, wonder, remember, the, feel, know. The first line of the poem is set: Now that you've left me "Now that you've left me". Each member of the group writes a single sentence with its own verb in the scheme "I + verb..." (for example, I wonder where you are), which can continue the first line. Then the group decides which order to place the lines in and composes a poem. For example: related to the practical staging of a play.

Now that you've left me,
I wonder where you are.
I remember the way you smiled.
I feel very sad looking at your picture
(and so on)
Сейчас, когда ты покинул меня,
мне интересно, где ты.
Я помню, как ты улыбался.
Мне становится грустно, когда
я смотрю на твою фотографию.

Learners may be interested in research activities. Having independently conducted some simple private linguistic analysis and received a "tangible" result, learners will not only learn something new, but also get strong positive emotions from the awareness of their own creative abilities.

Here are some examples of such creative tasks:

• members of the circle are given a fragment of a foreign text and two or three professional translations of this text into Uzbek/Russian. You need to prepare a reasoned comment about the "finds" (or failures) in the compared translation options;

• it is known that the passive in Uzbek and Russian is much less common than, for example, in English. This fact will look especially convincing if you determine the number of passive verbs in an English text and compare it with the number of passive verb forms in the translation of this text into Uzbek/Russian. To do this, you can use a book that the members of the group read as an additional reading, and divide it into several parts, ask learners to work with their fragment, note all cases of passive appearance in the original, and then do the same with the translation text;

• almost all grammatical rules have exceptions. Task: view a significant number of texts and, by recording each occurrence of plural nouns, determine what percentage of all cases falls on the main rule and on each exception.

Regular forms of extracurricular work can also include so-called electives. They differ from clubs in a certain "academic" way, contain a minimal entertainment element, and are most often intended for specialized school classes. Electives are used for studying additional subjects-a second foreign language, office management, editing, the ability to create secondary texts (abstracts, annotations), etc. By the way, for conducting classes on electives, it is quite possible to attract specialists "From the outside" — university teachers, scientists and artists, and even parents.

A special place in school life is occupied by one-time events in a foreign language.

One-time events are of a mass nature: entire classes, parallel classes, or even the entire school are involved in them.

One-time events include:

• holidays, memorable dates. The list of possible "reasons" for the holiday is very extensive — New year, March 8, February 23, Victory Day, teacher's Day, St. John's Day. Valentine's day, anniversary of the city, anniversary of the great writer, etc. To the corresponding date issued wall Newspapers, prepared the evening of Amateur performances, festivals, etc. Of course, it is not necessary to mark everything in a row — the choice is left to the teacher;

• rest evenings can be very different in form: here a lot depends on both the imagination of the teacher and the creative potential of a particular contingent of learners. Perhaps the most common form is different kinds of competitions and Club of Cheerful and Quick Guys. This usually takes the form of a team competition, where participants answer questions prepared in advance, guess riddles, solve crosswords, rebuses, etc. This very form makes the event quite exciting (teams strive to win, the audience supports “their”), but the positive effect is easy to destroy if the rating system is poorly thought out. Children are very sensitive to “Judging errors”;

• a week of foreign language in school, which involves everyone from different classes, but the main part of its preparation is usually performed by participants of the circle of the corresponding language. The week is held during a randomly selected period of the school year. All teachers of a foreign language, and possibly other subjects, are involved in the development of the script. According to the scenario, a program of actions is drawn up, and the corresponding tasks are assigned to the classes that are supposed to participate in the week’s events. The theme of events should be interesting, informative, accessible and meet the age characteristics of learners, as well as the level of their language training. At the end of the week, you should sum up the results in some form and be sure to encourage the most active participants;

• conducting city tours, visiting museums, exhibitions. Their most important aim is to identify the vitality and relevance of educational material, to consolidate and concretize the knowledge obtained in the lessons, to apply knowledge and skills in practice. The tour provides ample opportunities for a more complete, integrated use of teaching methods (and primarily problematic ones). Any excursion gives the teacher the opportunity to study their learners. It is known that in a natural and relaxed environment, those qualities of personality that are not immediately and not always possible to identify in the classroom are more quickly manifested. This type of activity should be coordinated with the work program of the foreign language circle

(see above), from which you can attract specially trained “guides” and “translators”. The educational aspect of this form of extracurricular work is implemented mainly during the discussion of the event (in the foreign language);

• production of plays. This type of activity, especially popular with young and middle-aged children, will be discussed in more detail. To put on a performance correctly and effectively, you need to go through a number of clearly defined stages.

The choice of the play. For kids, well-known, but translated into a foreign language, short dramatizations like “Teremka” or “Kolobka” are quite suitable. They are quite motivated by the very fact of participating in a foreign-language performance. However, as children acquire certain language and speech skills, they are unlikely to remain interested in primitive stories. Moreover, they will be much more interested in unfamiliar text. There are various ways to select the text of a play. The easiest thing is to find a ready-made play (for example, on the Internet) and adapt it slightly if necessary. The latter is necessary, for example, if the text contains unnecessarily complex language elements. Creative teachers can easily write a play themselves, based on the plot they like (or, say, on the text of a fairy tale placed in a course-book). In any case, the play should be feasible for this group of children and certainly cause them interest.

The first read-through. The text of the play is reproduced so that each participant has its own copy. Children read the text aloud and translate it (roles are assigned randomly). The aim of this reading is to achieve a complete understanding of the text. If necessary, the teacher explains some language phenomena.

Distribution of roles. Ideally, it is good for children to choose their own role “to their liking”. In practice, this is difficult to achieve. The professionalism of the teacher is shown in the fact that, on the one hand, the roles went to the “right” performers (taking into account their acting abilities and language training), and on the other — that the child’s role did not cause rejection. A separate problem is the

discrepancy between the number of actors and participants in the performance (most often the latter is more). From a pedagogical point of view, it is necessary that everyone who wants to participate in the performance in one form or another. To achieve this, you can either enter to play 2-3 extra character (with proper imagination it is not difficult to do; for example, there is always the opportunity to add the role of the presenter or "storyteller"), or to take someone activities not associated with the utterance of the text on the stage (set designer, stagehand; sometimes you can entrust to portray on the stage any item is very enlivens the action).

Working out the phonetic aspect. During a series of rehearsals, learners simply read their roles, the teacher corrects their pronunciation and achieves the desired intonation pattern — in full accordance with the content of the text. As a result of repeated repetitions of the text, children not only learn their role by heart, but also master the sequence of replicas.

Stage rehearsals. When the children are already able to pronounce their text freely ("Without a piece of paper"), you can move the rehearsal to the stage (for example, to the Assembly hall). From this moment on, the teacher acts as a director: sets the exact order of the actors' appearance on the stage, thinks over the scene, the participation of the set items, etc.

Costumes and decorations. Here you can always expect the necessary support from parents. Only in rare cases, you should count on the help of creative circles (art, crafts, etc.).

Performance. No matter how long the rehearsals go, children always feel that they are not "ready" yet. Nevertheless, it is enough to announce the date of the performance (3-4 days in advance), and everyone will be prepared for the required time. On the appointed day, it is necessary to ensure a sufficient number of viewers (this may be learners from other classes and even a neighboring school, but for obvious reasons, it is highly desirable that the audience included relatives of the actors. It does not hurt to think through the final performance (a short speech by a teacher, head teacher or director, or maybe one of the parents; presentation of

memorable gifts and-why not? – small buffet. All this will create a festive atmosphere and will be remembered for a long time.

Recommendations! Keep in mind that:

• extracurricular work in any form will be of high quality if the teacher pays attention to the existing experience of its organization, presented both in monographs (see, for example, [Kalechich, 1980], [Tsvetkova, 2004], [Shepeleva, 2001], [Yakushina, 1990]), as well as on the Internet and on the pages of the magazine "Foreign Languages at school", which publishes interesting scenarios created and tested in the schools of Uzbekistan by foreign language teachers;

• to organize and conduct one-time extracurricular activities, it is very productive to attract learner interns (if given the opportunity), who not only provide practical assistance to the teacher, but also, as a rule, offer fresh ideas, sometimes very non-trivial.

Methodological tasks

Educational process

1. Answer the following questions. Explain your answers.

a. What are the features of the modern educational process in a foreign language?

b. Why can it be described as a multi-component process?

c. Under what conditions can we talk about the effectiveness of the educational process in a foreign language?

d. What factors influence the organization and content of the educational process in a foreign language?

e. Why can the learning process be considered a powerful factor in the learner's personal development?

f. What is the relationship between teaching and teaching activities in the educational process?

2. Continue with the following sentences. Discuss the results in a group.

a. Teaching is an activity...

b. The educational environment is called ...

c. The main elements of the educational environment are: …

d.

3. Based on your own experience of teaching at school, give a description of the educational process in foreign languages in its (school) senior classes. Fill in the table:

Structural component of the educational process	Its content
Aim	
Content	
Principles	
Tools	
Methods	

Lesson

1. Express your opinion and justify your statements on the following points:

a. Characteristic features of a modern foreign language lesson.

b. The specifics of a foreign language lesson in comparison with lessons in other academic subjects.

c. Implementation in practice of the communicative orientation of a modern foreign language lesson.

d. Organizational forms of learners' work in a foreign language lesson.

d. Requirements for a modern foreign language lesson.

2. **Continue with the following sentences:**

a. A foreign language lesson is...

b. The general didactic features of a foreign language lesson include ...

c. The complexity of a foreign language lesson is expressed in ...

d. The educational potential of the lesson is related to ...

3. Working in pairs, select the language learning skill, paragraph, and scenario of one of its lessons in the teacher's book. Analyze the proposed

scenario on the following points: the aim, principles, content, methods and techniques of training.

Course-book

1. Answer the following questions. Explain your answers.

a. What content is included in the concept of "quality course-book", and on what grounds can you determine the quality of the course-book?

b. What requirements should a modern foreign language course-book meet?

c. What components does the didactic content of a foreign language course-book consist of?

d. How is the communicative principle of teaching implemented in a foreign language course-book?

e. How is the educational potential of the subject "foreign language"realized in the course-book?

2. Continue with the following sentences:

a. EMK in a foreign language is...

b. The course-book, being an important component of the EMC, is...

c. Aforeign language course-book performs the following main functions...

d. The external structure of the course-book is...

e. The internal structure of the course-book is...

3. Working in pairs:

• choose a modern foreign language course-book and analyze its external and internal structure;

• create an “advertisement” for this tutorial using various tools, including computer capabilities.

Planning

1. Express your point of view on the following questions. Explain your statements.

a. Why does the effectiveness of a lesson depend entirely on how clearly and correctly it is planned by the teacher?

b. Why is it important that the teacher's planned aims and objectives of the lesson are perceived by learners as personally significant? What does the teacher need to do to do this?

2. Select a foreign language curriculum, analyze the teacher's book and course-book, and make a thematic plan for one of the topics. Present your plan to the group.

3. Select a foreign language learning center, make a technological map of one of the lessons.

Assessment of the quality of learners' language training

1. Express your point of view on the following questions. Back up your statements.

a. What determines the allocation of objects of verification and valuation of ownership and I? How are they defined and in what professional documents are they recorded?

b. What types of verification tasks do you consider most effective for:

- current,
- mid-term,
- final control?

Justify your point of view.

c. Why do you think that learners often find test tasks easier than open questions, semantic tasks, and argumentation of their point of view?

d. what is more important to you — a grade or a mark?

e. What forms of reflexive self-assessment do you use in your practice of learning a foreign language and culture (languages and cultures)?

2. Working in pairs, define the following concepts by completing the following sentences:

a. the diagnostic function of monitoring and evaluation is manifested in...

b. the training function of monitoring and evaluation is...

c. the developing function of monitoring and evaluation is implemented in...

d. enabling monitoring and evaluation function means...

e. the main types of control include...

f. as objects of verification and assessment of proficiency in a foreign language are...

g. the level of proficiency in the foreign language is assessed by such criteria as...

h. from the point of view of implementing the main functions of monitoring and evaluation, control and measurement materials in a foreign language must meet the following requirements:...

Foreign language at different educational stages

1. The game approach is now widely used at all stages of learning a foreign language, but each stage has its own characteristics in this area. Call them.

2. What opportunities are open to learners enrolled in the relevant class in a foreign language?

3. The following is a description of the two games. Evaluate them in terms of the proposed rules and the adequacy of the description.

"Who knows the alphabet better?"

The teacher divides the group into 2 teams and gives the task to the team representatives to go to the blackboard one by one and call the letters of the alphabet until an error is made. The team gets as many points as the letters are correctly named. The teacher counts the points.

Phonetic game for fixing the sound [ŋ]

One of the learners (Salim) turns his face to the wall. The teacher uses a sign (for example, a nod of the head or a pointer) to point at one of the learners sitting at their desks (for example, Ahmad). The learner chosen by the teacher says "Good morning, Nick". Salim, who is standing with his back to the class, if he recognizes the voice of a friend, replies: "Good morning, Salim". Then Salim becomes a driver, the game continues.

Extracurricular activities

1. What of the following should a teacher provide when organizing a foreign language club? Select the THREE most important items and the THREE least important items that can be considered optional. Justify your choice.

a. Availability.

b. Holding recreation evenings (with competitions, Club of Cheerful and Quick Guys, etc.).

c. Implementation of creative activity of learners.

d. Entertainment of classes.

e. Help the Laggards.

f. Inter-subjective links.

g. Voluntary participation.

h. Close connection of activities with the curriculum.

i. Conducting festive events.

j. Individual approach.

2. Name the sources of choice of plays and dramatizations for staging performances. Develop your own performance scenario based on your chosen fairy tale or story. Offer “steps” in the realization of this project with learners.

3. How can you get out of the situation if the number of actors in the play is less than the desired number of participants in the performance? Offer your solutions to this problem by working in pairs. Discuss your options in a group, make a general list of options for getting out of a difficult situation.

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