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DIDACTIC-PEDAGOGICAL BASIS OF TEACHING FOREIGN LANGUAGES

ANNOTATION

Nowadays, at the non-philological institutions the study of English occupies the important place and is an important component in training specialists for different branches of our country. The purpose of this article is to analyze didactic-pedagogical basis of teaching foreign languages. Currently the introduction of the innovative methods to the sphere of teaching English has become important and has a great practical significance. The article gives synopsis and analysis of modern tools in the field of teaching English for Special Purposes.

Certainly, teachers for Specific Purposes share a terrific deal for all intents and cause with instructors. For each it is essential to suppose about phonetic development and instructing speculations, to have bits of information in modern-day ideas recognizing their personal function and job simply as the function, furthermore to confront new improvements provided as a information to enhance their strategy in language learning. The requirements understand the conditions of specific callings and readiness to modify these conditions separate the unknown dialect educators to express functions and their pals displaying time-honored unknown dialect. They are characterized by paradigmatic (associative) and syntagmatic connections and relationships that determine their role and place in the language system. Language units are the content of this component. Aimed at ESP educating presumes instructing of English as an unknown dialect with respect to explicit calling, subject or reason. The goal of teaching a foreign

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ЧЕТ ТИЛЛАРНИ ЎҚИТИШНИНГ ДИДАКТИК ВА ПЕДАГОГИК АСОСЛАРИ

АННОТАЦИЯ

Нофилологик таълим муассасаларида инглиз тилини ўрганиш муҳим ўрин тутди ва мамлакатимизнинг турли тармоқлари учун мутахассис тайёрлашнинг таркибий қисми саналади. Ушбу мақоланинг мақсади – чет тилларни ўқитишнинг дидактик-педагогик асослари билан таништиришдир. Ҳозирги кунда инглиз тилини ўқитиш соҳасига инновацион усулларни жорий этиш катта аҳамиятга эга. Мақолада инглиз тилини махсус мақсадларда ўқитиш соҳасидаги замонавий ёндашув ва таҳлиллар берилган.

Шубҳасиз, ўқитувчилар ўқувчиларга муайян мақсадларга эришиш йўллари ҳамда бирор соҳага оид бўлган жумбоқли масалаларга жавоб топиш усуллариини ўргатишда кўп жиҳатларни ҳисобга олишлари лозим. Жумладан, бу ҳолатда ҳар икки томон фонетик тараққиёт йўлини белгилашда муҳим рол ўйнайдилар. Хусусан, улар соҳа мавқеини оширишда ўз ишларининг илмийлиги, амалий аҳамияти, савияси ва замонавий талабларга мос келиши каби жиҳатларига алоҳида эътибор қаратмоқлари лозим. Масалан, ўқитувчилар ўзлари учун нотаниш шевада сўзлашувчи талабаларнинг машғулотларини фаол тарзда ташкил қилишлари ва фонетик илмда тасдиғини топмаган “янгликлар”га қарши туриш қобилиятига эга бўлишлари керак. Бу эса улардан мустаҳкам илмий асосга эга билимни талаб қилади. Турли хил чақириқларнинг мақсад ва шартларини англаш зарурияти эса уларга мослаша олиш қобилиятига кўра, турли диалектда сўзлашувчи ўқитувчилар маълум

language never completely coincides with the result (a student only approaches it, to a certain extent) more or less. It is necessary to take care of the attractiveness of the goal for schoolchildren, maintaining their sense of success, creating and maintaining the need to achieve the goal. This requires a teacher to have a good command of a whole range of professionally significant skills and abilities.

Key words: English for specific purposes, methodology, information-communication technologies (ICT), multimedia technologies, web-quest.

гуруҳларга ажралишни тақозо этади. Улар тилини ўргатиш тизимидаги ўрнини белгиловчи парадигматик (ассоциатив) ва синтагматик алоқалар ва муносабатлар воситасида ўзаро боғланадилар.

Чет тилини ўқитиш мақсади ҳеч қачон натижага тўлиқ мувофиқ келмайди, (талаба унга фақат муайян даражада – озми-кўпми яқинлашади). Таълим муассасалари ўқувчилари учун мақсаднинг жозибадорлиги ҳақида ўйлаш, талабаларда муваффақиятга эришиш истагини асраб қолиш, мақсадга эришиш зарурлигини яратиш ва сақлаш керак. Бу ўқитувчидан профессионал даражадаги маҳорат ва кўникмаларга эга бўлишни талаб қилади.

Калит сўзлар: махсус мақсадларда ўқитиш, методика, ахборот-коммуникациялар технологияси, мултимедиа технологияси.

INTRODUCTION

For the first time, “General Methods of Teaching Foreign Languages” demonstrated in 1967 that native and foreign languages are distinct academic subjects. At the same time, native and foreign languages are distinct. The native language is studied in the environment: at home, at school, on the street, people speak this language. L.S. Vygotsky wrote: “The assimilation of a foreign language follows a path that is directly opposite to that of the development of the native language. A child learns his native language unconsciously and unintentionally, and a foreign language – starting with awareness and intention. We can say that the development of the native language goes from bottom to top, while the development of a foreign language goes from top to bottom” (Vygotsky L.S). There is no such environment when teaching a foreign language. A foreign language environment must be specially created and modeled. The child already practically speaks his native language, he knows how to communicate orally. By the 1st grade, he already masters the skills of reading and writing. A child comes to school for knowledge. As for a foreign language, the child does not yet have the skills and abilities to communicate in a new language. He must acquire such skills and abilities. They will be the main objectives of a foreign language learning. Knowledge of the rules for using the forms of the target language is a side task. A foreign language becomes the goal of learning. In addition, speech in the target language also becomes a means of teaching it.

The teaching of English for Special Purposes (ESP) has been regarded as a distinct activity within the English language teaching (ELT). It is accepted that for a portion of its encouraging, ESP has developed its own philosophy, and its research draws on inquiry from various trains, including applied phonetics – this is the key distinguishing feature of ESP. ESP, despite the fact that it has occasionally been

deviated from the established patterns of ELT, has consistently been concerned with needs investigation and training students to impart successfully in the assignments prescribed by their field of study or work circumstance. The emphasis of ELT is consistently on practical outcomes. The ESP hypothesis could be sketched out based on the explicit nature of the writings that students require information on or the need for related nature of educating. As with most disciplines in human activity, ESP was a phenomenon grown out of a number of converging trends of which we will mention three most important: 1) the expansion of demand for English to suit specific needs of a profession, 2) developments in the field of linguistics (attention shifted from defining formal language features to discovering the ways in which language is used in real communication, causing the need for the development of English courses for specific group of learners), and 3) educational psychology (learner's needs and interests have an influence on their motivation and effectiveness of their learning). Definitions of ESP in the literature are relatively late in time, if we assume that ESP began in the 1960s. Hutchinson and Waters (1987) define ESP as an approach rather than a product – meaning that ESP does not involve a particular kind of a language, teaching material or methodology.

ESP is normally 'goal-directed', and ESP courses develop from needs analysis aiming at specifying what exactly it is that students have to do through the medium of English, and a number of characteristics which explain that ESP courses are generally constrained by a limited time period in which their objectives have to be achieved and are taught to adults in homogenous classes in terms of the work or specialist studies that the students are involved in. Each of these definitions have validity but also weaknesses. Considering Hutchinson and Water's definition, Anthony (1997) noted that it is not clear where ESP courses end and General English courses begin because numerous non-specialist ESP instructors use ESP approach in that their syllabi are based on analysis of learners' needs and their own specialty personal knowledge of English for real communication. Streven's definition, by referring to the content in the second absolute characteristic, may confirm the impression held by many teachers that ESP is always and necessarily related to a subject content.

The significant component in ESP instructing is the capacity of an educator to make a study hall environment for live correspondence and useful discussion [Alyavdina N.G., 2013; 56]. Understudies get steady relational abilities just when they have the chance to utilize them to speak with others. In this manner, the an instructor ought to create and utilize powerful methods for the advancement of relational abilities in their gatherings, just as to include in the work different assets, including the online assets of the Web to support correspondence outside the homeroom dividers. Individuals are simpler to gain proficiency with an unknown dialect when they are exceptionally energetic and can utilize their insight and abilities in the language condition that they comprehend and that are intrigued.

Theoretical foundations of methods of teaching foreign languages. Having the process of teaching foreign languages as the object of the research, the methodology cannot exist and develop fruitfully without close connection with a broad circle of

sciences, the knowledge of which constitutes the theoretical foundations of the FL methodology. The development of the methodology is based on basic and related sciences. The role of each of these sciences for methodology is determined by the nature of the relationship with it [Chernilevskiy D.V., 2002; 437].

Such sciences as linguistics, psychology, pedagogy are in a closer connection with methodology than other sciences. Therefore, they are called basic for the technique sciences. The data from the basic sciences are used by the methodology to form their own research and teaching concepts. The data of the basic sciences form the following basis of the methodology:

1. Methodological foundations: the study of various theoretical approaches that make it possible to conduct a research on the problems of methodology, a critical analysis of the relationship between the theory and practice of teaching foreign languages, the identification of dark spots that exist in the research problems.

2. Linguistic foundations: the methodology is based on the data and patterns of linguistics – the science of language, since the language – the subject of instruction is studied by linguistics. Linguistics describes the basic properties of a particular language, formulates them in rules that are actively used by the methodology in the development of specific training models. A typical example in this regard is the use of the linguistic models technique to create a system of speech patterns.

3. Psychological foundations: the connection of the methodology with psychology is carried out in two directions:

- in the line of educational psychology, which explores the ways of forming knowledge, skills, abilities, the implementation of higher mental functions in the learning process. An important role for the development of methodological research is played, for example, by the theory skills and abilities, developed in psychology, personality theory, etc.

- in the line of using data from the psychology of speech (psycholinguistics or linguo psychology). Studying the problems of teaching speech activity in a foreign language, the methodology actively uses materials and methodology of both general psychology and its private sections. So, in the formation of modern methodological concepts it played, for example, the theory of speech mechanisms developed by prominent Russian psychologists L.S. Vygotsky, A.N. Leontiev, A.A. Leontiev, I.A. Winter.

It should be remembered that, using general psychological concepts, the technique refines them on the basis of its own subject and enriches the general psychological theory of activity with such specific categories as speech skill. Therefore, the connection between the methodology and psychology should be understood not as an elementary use of psychological theory by the methodology, but as bilateral dialectical relations conducive to mutual clarification, supplementation and enrichment of theories of sciences.

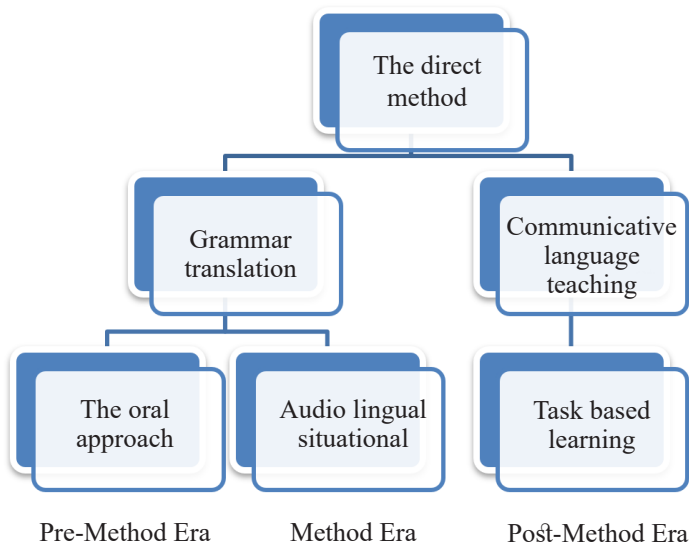
4. Didactic and pedagogical foundations: the methodology is based on the general provisions of didactics and the theory of education, correlating with them as a particular with a general, for didactics formulates the laws, principles and

rules of teaching and education in general, and the methodology concretizes these provisions in relation to the academic subject “foreign language”. Thus, the nature of the connection between didactics and methodology can be defined as the relationship of a general theory to a particular form of its implementation on the material specific subject, since methodology and didactics have common basic categories that make up the conceptual apparatus of both sciences. The common can also be traced in their basic didactic principles.

MAIN PART

However, much of ESP work is based on the idea of a common-core of a language and skills belonging to all academic disciplines or cutting across the whole activity of business. ESP teaching should always reflect the underlying concepts and activities of the discipline. Having all these in mind, Dudley-Evans and St John (1998) modified Strevens’ definition of ESP 1. Absolute characteristics: a) ESP is designed to meet specific needs of the learner; b) ESP makes use of the underlying methodology and activities of the disciplines it serves; and c) ESP is centered on the language grammar, lexis, register, skills, discourse and genres appropriate to these activities. 2. Variable characteristics: a) ESP may be related or designed for specific disciplines; b) ESP may use, in specific teaching situations, a different methodology from that of general English; c) ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation; it could be used for learners at secondary school level; d) ESP is generally designed for intermediate or advanced learners; and e) most ESP courses assume basic knowledge of the language system, but it can be used with beginners.

Picture 1. The historical development of a language Teaching Methodology [Richard and Rodgers, 2001]



A foreign language as an academic subject is pointless. Language acts as a means, a carrier of information – general cultural, universal. A foreign language becomes a subject in profile education, when terminological vocabulary for a chosen profile is specially studied, specialized texts are read, a conversation is conducted on a narrowly professional topic, a report is made at an international conference on a chosen specialty, an abstract is written on a chosen topic and problem, an article is written in a foreign language for an international journal.

A feature of the lesson “Foreign language” is also its infinity and heterogeneity. Infinity indicates the level at which a student should know the language, what subject content needs to be selected for these purposes, that is, the spheres of communication, the topic of communication. The infinity of the subject shows that the study of a language is not limited to knowledge of aspects of the language (vocabulary, grammar, phonetics, spelling, syntax, stylistics), for this you need to know the culture of the people, the rules of speech and non-speech behavior.

The heterogeneity in the study of a foreign language is how much a student needs to know in order to speak the target language. For these purposes, it is necessary to know all aspects of the language (phonetics, vocabulary, grammar), to know the rules for using language units, to know connecting words in order to build a connected utterance (language system); good command of speech material – from speech patterns to speech etiquette formulas (speech system); have linguistic abilities (be able to listen and hear, differentiate linguistic material, predict linguistic material, guess about its meaning, be able to generalize and systematize it).

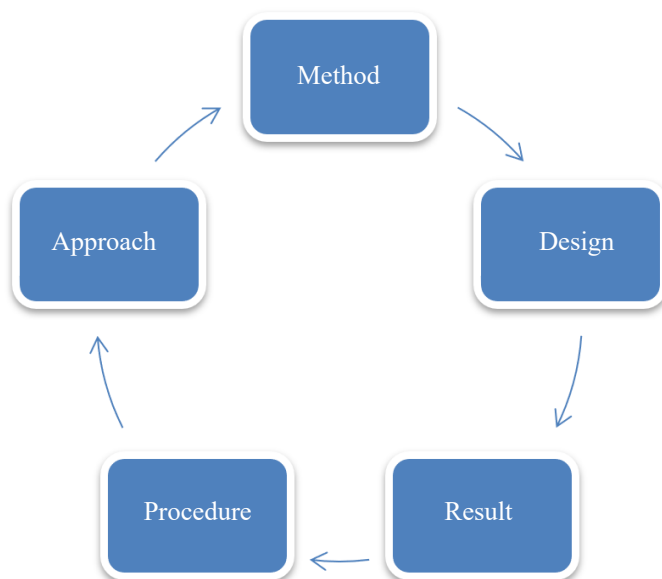
A specific feature in mastering the studied language is the density of communication. In the native language, the density of communication is great. This is the speech of parents, close relatives, radio, television, the Internet, computer games. The spheres of communication of children in their native language are the most diverse and extensive. When teaching a foreign language, the density of communication is from 3 to 5 (6) hours per week. There are limitations here due to the fact that: 1) how a teacher uses his speech for teaching purposes (does he/she abuse his/her native language); 2) how many children are in the group and how long they speak the target language during the lesson; 3) what exercises a teacher uses in the lesson (linguistic, conditional speech, speech), whether a teacher organizes a foreign language and intercultural communication or reduces the whole work to reading, translating and retelling the text.

A distinctive feature in the study of a foreign language is the fact which functions of the language a student uses most often. Are all functions of a language in a foreign and native language equal? I.A. Zimnyaya wrote that the native language, acting in the unity of the functions of communication and generalization, is first the main means of the child's appropriation of social experience, and only then, together with the performance of this function, it is a means of expressing, shaping and formulating his own thought.

Thus, the main goal of teaching foreign languages at a secondary school should be “a person speaking”. A speaking person is defined as a person, one of the activities

of which is speech activity. The speaking person is both a linguistic, speech and communicative person at the same time.

Picture 2. Summary of elements and sub elements that constitute Richard & Rodgers' method [Richard & Rodgers, 2001; 26]



A linguistic personality is a person who manifests himself/herself in speech activity, possessing a certain set of knowledge and ideas about the system of the corresponding language.

A speech personality is a personality who realizes himself/herself in communication, chooses and implements one or another strategy and tactics of communication, chooses and uses one or another repertoire of linguistic and extralinguistic means of communication proper. A communicative personality represents a specific participant in a communicative act that really acts in real communication.

The general content of a foreign language learning. The concept of a content of teaching a foreign language” is the basic category of the methodology. The content of training is “everything that needs to be taught to students, as well as that with which the teacher has to work” (I.L. Bim). B.A. Lapidus defines the content of teaching a non-native language as “the totality of what students must master in order for the quality and level of their language proficiency in the target language to correspond to the objectives of the given educational institution.” By the content of education, Shchukin in a broad sense means everything that a student must master in a language class. The

content of training in the form of a certain amount of educational material (words, speech patterns, texts), a list of knowledge (in the form of rules and instructions), skills and abilities that must be mastered in the learning process, is reflected in programs, textbooks, teaching aids, lesson plans, methodological developments, directly in the pedagogical process.

The category in question is a historical category. It changes depending on the learning objectives. The content of teaching foreign languages is influenced by various factors; 1) the social order of society; 2) the level of development of methodology and related sciences; 3) conditions and stages of training (which is manifested, first of all, in the amount of material and requirements for the level of proficiency in it).

One of the modern approaches to defining the content of training is an attempt to present it in the form of three subsystems: 1) *the object of training*; 2) *the object of assimilation*; 3) *the learning outcome*. *Learning object: language - speech - speech activity - culture*. *The object of assimilation: knowledge - skills - skills - intercultural communication*. *Learning outcome (competence): linguistic competence - speech competence - communicative competence - sociocultural competence and other types of competencies*. Thus, the content of teaching a language at school includes the following components: a) knowledge about the system of the target language and the language units included in its structure that make up the content of a language competence; b) knowledge about the culture of the speakers of the target language, making up the content of socio-cultural competence; c) the rules for using the learned educational material in various communication situations; d) speech skills and abilities; e) the ability to use the acquired knowledge, formed skills and abilities in various communication situations (communicative competence); f) learning skills that provide the opportunity to learn effectively; g) speech material presented in the educational process in the form of texts, speech samples, sentence models, topics and situations of communication.

G.V. Rogova and I.N. Vereshchagin represent the content of teaching a foreign language in the form of three components: *a) linguistic; b) psychological; c) didactic-methodological (in their interpretation – methodological)*. It is important to consider the named components separately.

The linguistic component of the learning content includes speech and language material, selected in a certain way and methodically organized in accordance with the principles of a particular method, learning goals, intralingual patterns of the language being studied, as well as taking into account possible difficulties in its assimilation by a given language audience of students.

Understanding the specifics of a foreign language as an academic subject required a clear delineation and establishment of a relationship between the following concepts: language, speech, speech activity.

Language units are: *phonemes, morphemes, words, phrases, grammatical structures, sentences*. They are characterized by paradigmatic (associative) and syntagmatic connections and relationships that determine their role and place in the language system. Language units are the content of this component. Linguistic

material can be active, receptive, receptive-passive. For each group of such material, there are special principles for its selection.

Units of speech are, as a rule, utterances complete in meaning at a level not lower than one sentence (speech sample, typical phrase), a combination of sentences (super phrasal unity), certain types of dialogues and monologues (discourses), texts (different in authenticity, according to genre and style). Speech units are characterized by speech communications, which represent the unity of the content and the form of its expression.

In the content of a language teaching, a special place is given to the text. All selected phonetic, graphic, lexical and grammatical material is presented in the text. The text is basic for the construction of “secondary texts” (retelling, abstract, thesis) and is an object for recognizing the studied material visually and by ear. It correlates with the topic and the sphere of communication and, thanks to its extralinguistic content, reflects and sets specific situations of communication. There is even a text centric approach to the content of teaching foreign languages. It is based on the role and function of the text in communication, taking into account the importance of its ability to carry any information, including from all areas of knowledge, and to give a language learning a wide variety of directions. This determines the integrative nature of the subject “Foreign language”.

The selection of a linguistic content in teaching foreign languages is influenced by such a branch of linguistics as social linguistics. It studies the relationship between language and culture, language and society.

Language is the custodian of the national culture of the people who speak it (cumulative function). Teaching a foreign language is important not only as a way of expressing thoughts, but also as a source of information about the national culture of the people – the native speaker of the language. The content of training includes regional information from geography, history, social life, which are interspersed with the language material, in particular, in the texts for reading and listening. This methodological position is designated by the term “linguistic and regional studies” (E.M. Vereshchagin, V.G. Kostomarov).

Typical spheres of communication for students, which reflect the subject side of the content of teaching foreign languages at secondary schools are: a) play (at the initial stage it is the main one); b) educational and labor; c) family and household; d) socio-cultural; e) socio-political; f) professional. Each area brings together a wide range of typical communication situations.

A communicative (speech) situation is understood as “a set of speech and non-speech conditions set by us to the student, necessary and sufficient for the student to correctly carry out a speech action in accordance with the communicative task we have outlined” (A.A. Leontyev).

E.I. Passov defines the situation as “a dynamic system of relationships between two (or more) subjects, reflected in their minds, generating the need for purposeful activity in solving speech-thinking problems and feeding this activity”.

The speech situation presented at the lesson is an educational speech situation,

within the framework of which the teaching of a foreign language speech activity is built.

The structure of the educational-speech situation was substantiated in his time by V.L. Skalkin, who proposed to single out the following components: a) the conditions of the situation: b) speech situation (utterance).

The following elements can be distinguished as part of the conditions: *1) description of the situation; 2) the relationship of the participants in communication; 3) speech stimulus; 4) task. Relationships can be status (1), role (2), activity (3), moral (4).*

M.L. Weisburd, in his work “The use of educational-speech situations in teaching oral speech in a foreign language” also considers the components of the speech situation: a) motivational-target components of the speech situation; b) the general context of the activity; c) the components of the speech situation that characterize the subjects of the speech act; d) circumstances of reality (situation) in which communication is carried out; e) subject of the message. All these components determine the content and form of the speech message.

The educational-speech situation as a methodological category has different functions. Situations can act both as a component of the content and as a method of teaching at different stages of the formation of speech actions. They can serve as a tool for managing the student's educational activities and a means of organizing the teacher's work, to help solve practical, educational problems.

Educational-speech situations as a teaching method enable planning the process of formation of speech skills and abilities. They enable a teacher to control the process of forming skills and abilities. Situations should program, to a certain extent, the speech utterance of students: to determine the structural composition of the situation, to understand the subject of the utterance, to determine the speech form of the utterance (monologue or dialogue), to choose lexical and grammatical units, to embody the intention of the utterance in the text, to determine the strategy of speech behavior.

Among the ways of creating educational speech situations, M.L. Weissburd calls:

- a) a verbal description;*
- b) the use of visualization (visual: drawing on a blackboard, illustration in a book, wall painting, slide, film; audible: listening to a tape recording);*
- c) dramatization of ready-made texts, playing speech games;*
- d) use of real circumstances. Such situations can be played out repeatedly, which is very important for the organization of the educational process. In modern methodological literature, various classifications (typologies) of educational and speech situations are presented.*

In the context of ESP teaching, natural speech situations arise when there is an exchange of information that is new for students when discussing a fact from the life of students, when exchanging opinions about a movie they have watched, a book read, during a conversation about current events. Since natural situations alone cannot provide systematic work on the development of speech, great importance is attached to the creation of imaginary situations at foreign language lessons. Both natural and

imaginary situations are educational, since they are conducted by means of a foreign language for specific educational purposes. Imaginary situations, however, have certain distinctive features: in them detailed circumstances are given. They develop imagination. Such situations can be played out repeatedly, which is very important for the organization of the educational process.

1. By the method of creation, extralinguistic and verbal (linguistic) situations are distinguished. The former are created using illustrations, models, films, etc. The latter are created using verbal descriptions.

2. By the volume of the utterance (speech product), micro- and macro-situations are distinguished. The first corresponds to the minimum speech product, the second – to a coherent utterance. On the basis of micro situations, it is possible to teach the ways of interconnection of adjacent dialogue replicas.

Thus, an important part of the linguistic and regional component of the content of education is a complex of knowledge about national and cultural characteristics and realities, about the minimum of etiquette-usual forms.

It is customary to include in the content of training also the subject-communicative component of the spheres of oral communication [Shchukin A.N, 2004; 416], related topics for oral and written speech, speech situations. The sphere of communication is a certain set of homogeneous communicative situations characterized by the same type of a person's speech motivation, relations between communicants and the communication environment.

The spheres of oral communication help to determine the list of the most probable speech situations and socio-communicative roles, communicative tasks that prevail in each area of types of communication.

The spheres of oral communication, topics for speaking and reading are concretized by the program in foreign languages for each stage of training.

Speech activity is “the process of verbal interaction of people as an exchange of thoughts in order to satisfy the spiritual need for communication”.

There are four types of speech activity: listening, speaking, reading, writing.

The unit of speech activity is a speech action aimed at achieving a non-speech goal (to ask, convince, report, suggest).

The psychological component of the content of education determines the need for the formation of speech skills and abilities in schoolchildren for using the studied language for communicative purposes on the basis of the theory of speech activity developed in psychology.

The implementation of any activity (including speech) depends on the level of formation of speech skills and abilities as the ability to carry out operations and actions that make up the activity.

A prerequisite for the successful study of foreign languages is the ability to use the textbook and other components of the educational and methodological kit, as well as dictionaries and reference books, diagrams, tables, memos, technical teaching aids. Awareness of this fact determined the need to highlight another component in the content of training – methodological, which is understood as “teaching rational

methods of teaching, learning a new language, the formation of skills and abilities to use it for oral and written communication” [G.V. Rogova, I.N. Vereshchagin, 1991; 203]. A.A. Mirolyubov in his works suggests calling this component didactic in the content of teaching foreign languages. This is due to the fact that this component allows correctly and rationally organize the process of teaching a foreign language.

Picture 3. The essential skills to learn occupy a special place here. These skills include:

1) skills associated with intellectual processes (the ability to observe linguistic phenomena, compare and contrast them in two contacting languages; the ability to compare, compare, classify, group, systematize information in accordance with a specific educational task, anticipate information, summarize it, evaluate, record the main content of messages, formulate (orally and in writing) the main idea of the message; draw up a plan, abstracts and make detailed messages such as a report);

2) skills related to the organization of educational activities (work in different modes, control their actions, the actions of groupmates, seek help, additional explanations from the teacher, to classmates);

3) competence (strategic) skills (ask again about a misunderstood fact, request additional information, clarify the meaning of a misunderstood word, reformulate a thought in other words).

ANALYSIS

Teaching a foreign language is the process of transferring and assimilating knowledge, skills, abilities and methods of human cognitive activity. This is a two-way process in which both the instructor and the learner participate in their joint activities. In the learning process, the goals are achieved: practical, general and educational. In accordance with the goals, the selection of content, methods, teaching aids is carried out. The task of training is not only to provide a certain educational level, but also to contribute to the formation of a learner's personality. From the standpoint of the communicative-activity approach, learning is structured in such a way that a student is not only the “object” of learning (the one who is influenced in the learning process), but also the “subject” of learning (a student acts as the organizer of his learning activity). Hence follows the important task of managing the learning process from the outside, as well as rational “self-government” in the process of learning activities. We are talking here about mastering the techniques of independent work and mental operations (analysis, synthesis, generalization, etc.). The results of such activity are manifested in the awareness of motives, goals, teaching methods, in the awareness of oneself as a subject of educational activity. In the learning process, it is necessary to take into account the age and especially the individual characteristics of students. To increase the effectiveness of learning, it is important not only to take into account the differences between students, but also to influence them, changing them in the right direction. Learning in contrast is the process of transferring experience as a joint activity of two (or more) subjects: transferring experience and accumulating it. The transfer of social experience, knowledge can occur in three objectively existing ways:

explanation, demonstration and reinforcement.

Teaching a foreign language is a teacher's activity in teaching. It provides showing, explanation, motivation, control, reinforcement, upbringing and education in the process of such activities.

Teaching is the activity of students in learning, in which the following are inextricably linked: the subject or the content of education, the activity of a teacher (teaching) and the teaching itself. Teaching can be voluntary and involuntary. Its effectiveness depends on motivation, interests, needs, individual psychological properties of the person (attention, will, emotions), the level of training of the subject. The result of the teaching are elements of the individual experience of students in the form of knowledge, skills, abilities.

Learning a foreign language is the process of mastering a foreign language, in the context of special education or in the process of independent work. It is characterized by planning, consistency and purposefulness. Based on specially selected educational material – in textbooks and teaching aids. Language learning is aimed not only at the development of communicative competence, but also at mastering the rules and elements of the language, the formation of a language competence.

Mastering a foreign language is the process of forming foreign language skills and abilities that provide an opportunity to use the language in various communication situations. Language acquisition often occurs in an unconscious form, intuitively, unintentionally, without purposeful assimilation. Mastering is carried out in the form of presenting instructions and rules, the knowledge of which is necessary for the independent construction of a phrase in accordance with the topic of communication, for understanding a foreign language speech when listening and reading. Mastering is more detailed when working on a consciously practical method of teaching.

Under the goal it is customary to understand the ideal image of the planned result (Beam I.L.); coded in the brain “image of the required future” [Bernshtein N.A., 2012; 110]; “Trigger mechanism of any activity” [Leontiev A.N., 1997; 102]. The purpose of teaching a foreign language as a historical concept is determined by: a) social order; b) the level of development of methods of teaching foreign languages and related sciences; c) learning conditions (may conflict with goals).

The goals of teaching foreign languages are formed by the program in foreign languages and determine the general strategy of teaching. Tasks are linked to goals given under certain conditions. They are focused on the nearest result.

In recent years, when defining the goals of teaching foreign languages, it is customary to focus on the main subject of the pedagogical system – a student. The educational process should be aimed at the personality of a student, therefore, the opinion is expressed that the goal of forming the traits of a secondary linguistic personality in schoolchildren can be put forward as the goal of teaching foreign languages at school (I.I. Khaleeva), which is associated with the development of their ability to communicate “In the parameters” of the text activity. Such an understanding of the final result of education puts forward the task of mastering a large amount of extra-linguistic information by schoolchildren, a number of competencies necessary

for communication at the intercultural level, as well as qualities that will enable them to effectively communicate with representatives of other cultures. It is about organizing communication at an intercultural level and developing the needs and abilities of students to participate in it.

The basics of practical knowledge of a foreign language communication at the basic level are linked in the state educational standard for foreign languages with a minimum sufficient level of communicative competence (CC). N.D. Galskova, N.I. Gez define communicative competence as “the ability of a person to understand and generate foreign language statements in a variety of socially determined situations, taking into account the linguistic and social rules that native speakers adhere to.

The leading component in communicative competence is speech (communicative) skills, which are formed on the basis of: a) linguistic knowledge, linguistic skills (linguistic component); b) knowledge, speech skills, allowing to understand and generate foreign language statements in accordance with a specific communication situation, speech task and communicative intention (pragmatic component) c) linguistic and cultural knowledge; taking into account the linguistic and verbal experience of students, which makes it possible to carry out verbal and non-verbal communication with native speakers of the target language in accordance with the national and cultural characteristics of the linguistic society (sociolinguistic component); d) taking into account the personal qualities of a student (curiosity, hard work, perseverance, diligence, creativity and social component).

The following essential skills are included in the communicative competence:

- read and understand simple, authentic texts (understanding of the main content and full understanding);
- communicate verbally in standard situations of educational and labor, cultural, everyday spheres;
- orally, briefly tell about yourself, the environment, retell, express an opinion, assessment;
- understand by ear the main content of simple authentic texts;
- draw up and transmit elementary information (letter) in writing.

The goal of teaching foreign languages as the formation of communicative competence is inherently an integrative goal.

Here is the definition of *communicative competence*. Communicative competence represents the ability to communicate through language, that is, to transmit thoughts and exchange them in various situations in the process of interacting with other communication participants, using the system of linguistic and speech norms correctly and choosing communicative behavior that is adequate to the authentic communication situation [Shchukin A.N., 2004; 416].

Communicative competence as a complex education includes certain components, types of competencies:

- a) linguistic (linguistic) competence;
- b) sociolinguistic competence;
- c) discursive competence;

- d) strategic competence;
- e) sociocultural competence;
- f) social competence;
- g) compensatory competence.

Linguistic competence provides knowledge of vocabulary units and grammatical rules that transform lexical units into a meaningful statement.

Speech competence is part of the communicative competence. It provides for mastering the methods of forming and formulating thoughts through language, the ability to use such methods in the process of perception and generation of speech. We should mean the quantitative and qualitative composition of speech competence. Speech competence, like language competence, is not an end in itself, but an intermediate link on the path to communicative competence. It is formed in the amount necessary and sufficient for solving problems of interaction in the process of communication in accordance with norms of the studied language, usages and traditions of the culture of this language. The content of speech competence for different levels and stages of training is fixed in the state educational standards.

Sociolinguistic competence – is associated with the ability to choose and use adequate linguistic forms and means, depending on the purpose and situation of communication, on social roles, participants in communication, that is, on who is a communication partner.

Discursive competence – is associated with a person's ability to understand different types of communicative statements, as well as build a holistic, coherent and logical statement of different functional styles (article, letter, essay, etc)..

Strategic competence – is considered as the ability to use verbal and non-verbal means (strategies) that a person resorts to in case the communication did not take place (re-asking, requesting a new word, re-reading a phrase, an incomprehensible place in the text, using gestures, facial expressions, etc)..

Sociocultural competence – involves knowledge of the cultural characteristics of native speakers, their habits, traditions, norms of behavior and etiquette, the ability to understand and adequately use them in the process of communication, while remaining a carrier of a different culture, integration of the individual in the system of world and national cultures.

Social competence – provides for the development of students' ability and desire to interact with other participants in communication. This type of competence is designed to develop self-confidence for the implementation of communication. This competence forms students' ability to maintain communication.

Compensatory competence – is no less important. It is designed to develop students' ability to use linguistic and non-linguistic means for the purpose of communication. The educational and cognitive competence of the trainees is also important in the general system of competencies. It is aimed at developing general educational skills that are important both for a foreign language and for other disciplines of the curriculum.

The formulation of lesson goals in terms of activity enables a teacher, when

developing a course, to achieve a reasonable balance in the assimilation of the textbook material, in the development of speech skills and abilities.

Experience shows that the correct formulation of training goals allows you to accurately determine which skills and abilities to form and which exercises to use for this. Speech skills indicated for the purpose enable one to correctly select situations, plots, texts and correlate them with the needs of students. Specification of the goals and objectives of the course as a whole and each individual lesson will enable to achieve the following:

1) the process of mastering a foreign language becomes a process of gradual progress towards the achievement of realistic final goals;

2) students gradually develop an awareness of their own role in the educational process, and an abstract idea of what it means to “learn a foreign language” take on quite concrete, outline the formation of adequate self-esteem among students, become more achievable;

3) all types of educational activities performed in the classroom are considered from the point of view of their compliance with the real life needs of students;

4) the process of developing skills and abilities is considered as a step-by-step process that unfolds in time.

RESULTS

In the textbook “Methods of teaching foreign languages: traditions and modernity” the authors suggest, based on a personality-oriented approach, four interrelated blocks in the content of language teaching:

A. Block 1. Units of language and speech: from sound and letter to complete text (material aspect of teaching).

B. Block 2. Subjects of speech (the ideal aspect of the content of training. What we talk, listen, read, and write.

C. Block 3. Speech actions with the above units in order to solve educational, cognitive and communicative tasks in the process of speaking, listening, reading, writing (procedural and activity aspect of the content of training, which also includes compensatory and educational skills).

D. Block 4. Feelings and emotions caused by the interaction of the selected components of the content and creating a favorable learning and educational environment (motivational and value-orientational aspect of the content of training). This block is presented in detail in the research by S.V. Chernyshov.

The researcher A.N. Shchukin points out that currently the selection of a content is carried out on the basis of two principles: 1) the necessity and sufficiency of the content to achieve the set learning goal; 2) the availability of a training content to achieve the goal of training.

The most urgent consideration of the problem of the content of training is the question of how to ensure such a methodological organization of the material that would enable combining the communicative-activity approach to training with the systematization of educational material. One of the directions for solving the problem

lies in the organization of training, taking into account the communicative needs of students, based on the content of intentions. This is the point of view of M.N. Vyatyutnev. E.I. Passov suggests starting with problems that can be discussed in language classes. The problem, according to the scholar, is a way of organizing the subject content of communication.

CONCLUSION

In conclusion, it is important to outline that ESP has traditionally been divided into has two main areas according to when they take place: 1) English for Academic Purposes (EAP) involving pre-experience, simultaneous/in-service and post-experience courses, and 2) English for Occupational Purposes (EOP) for study in a specific discipline (pre-study, in-study, and post-study) or as a school subject (independent or integrated).

Completing the consideration of the problem of selecting the content of teaching a foreign language as an academic subject, it is necessary to formulate the requirements that are imposed on it. They can be as follows: 1. To be feasible, to meet the interests and needs of modern schoolchildren, to familiarize them with the cultural heritage of both their own country and other countries. The content of the training must be authentic. It is designed to form a holistic picture of the world in schoolchildren, to contribute to their socialization. 2. Appeal to the personal experience of schoolchildren, to their feelings and emotions, encourage comparison and promote the development of critical thinking; encourage the expression of their own opinions, assessments and stimulate the development of value orientations, as well as the full development of the individual as a whole. 3. To be characterized by some redundancy, which creates real conditions for a differentiated and individual approach to schoolchildren, taking into account their needs, abilities and capabilities. 4. Stimulate the subject position of schoolchildren in learning, provide for problematic presentation of information, encourage students to observe, reflect, make independent conclusions and generalizations, aim them at an independent search for information, including the use of Internet resources. 5. To promote the development of the need for continuous self-education and self-development, reflection (self-observation, self-control, self-esteem), as well as to promote self-determination and self-realization of schoolchildren. The selected content in teaching a foreign language is subject to clarification and concretization at each stage of education (primary, secondary, senior). It is important here to maintain continuity in the material studied, to expand and update it (the principle of concentricism in the assimilation of educational material).

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