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**MODERN METHODS OF TEACHING
FOREIGN LANGUAGES**

TUTORIAL

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Authors:

Anisenko Olena Volodymyrivna, senior teacher of the department of foreign philology and translation at O. M. Beketov National University of Urban Economy in Kharkiv;

Krokhmal Alla Mukolayivna, associate professor of the department of foreign philology and translation at O. M. Beketov National University of Urban Economy in Kharkiv;

Ryzhenko Maryna Volodymyrivna, associate professor of the department of foreign philology and translation at O. M. Beketov National University of Urban Economy in Kharkiv.

Reviewers:

Zelinska Olha Igorivna – PhD in Philology, associate professor of the department of foreign languages # 1 at Yaroslav Mudryi National law University;

Tsehelska Maryna Valeriyivna – PhD in Philology, associate professor, head of the department of foreign languages at Kryvyi Rih State Pedagogical University.

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Навчальний посібник з дисципліни «Сучасні методики викладання іноземних мов» розрахований на студентів-магістрів закладів вищої освіти і має на меті допомогти студентам-філологам підготуватися до практичних занять з цієї дисципліни. Посібник складається із 12 розділів, фокус кожної із яких визначається відповідність до вимог навчального плану з цієї дисципліни. Він розроблений таким чином, щоб своєю структурою і проблематикою орієнтувати студентів на системну організацію навчального процесу та бути складовою частиною комплексу навчальних матеріалів з англійської мови для студентів-філологів університету.

Для студентів-магістрів спеціальності 035 – «Філологія. Германські мови та літератури (переклад включно), перша – англійська».

Anisenko O. V.

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The tutorial on the subject “Modern methods of teaching foreign languages” is produced for master' students of higher educational institutions and is aimed to help the students of philological department to prepare for practical classes in this discipline. It consists of 12 units, each of which is focused and determined in accordance with the requirements of the curriculum. Its structure and issues guide students to the systematic organization of the educational process and are a part of teaching materials in English for students of philological department.

For master's students of specialty 035 – “Philology. Germanic languages and literatures (including translation), Primary – English”.

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PREFACE

The tutorial is based on a series of lectures on Methodology of English language teaching. It is written for English students and may also be of interest to all readers who would like to gain some informations about the modern methods of English language teaching. The overall idea of the tutorial is to present knowledge in English language teaching which is meant to prepare students for carrying out further research on topics they are interested in.

The tutorial reveals the theoretical, practical and organizational aspects of foreign language learning as a means of intercultural communication, represents the latest methodological technologies and modern approaches to teaching all types of speech activities, the formation of sociocultural competence of students in general educational institutions, the peculiarities of foreign language teaching at various stages of education: in primary, elementary and high school.

The tutorial is compiled in accordance with the requirements of the working curriculum of the discipline “Modern methods of teaching foreign languages” and aims to help students prepare for practical classes in this discipline.

1 METHODS OF TEACHING A FOREIGN LANGUAGE AS INDEPENDENT THEORETICAL AND APPLIED SCIENCE

The methodology of teaching foreign languages is a system of knowledge about the regularities of the process of teaching a non-native language and about ways to influence this process in order to optimize it. The methodology of teaching a foreign language (FL) reveals and substantiates the patterns of teaching a foreign language.

Historically, two functionally different methods have developed: general and particular methods. The general methodology, as a rule, is devoted to the study of the patterns and features of the process of teaching a foreign language, regardless of what foreign language is in question. So, the principles of selecting educational material, the ratio of oral and written speech at various stages of the lesson, etc. will be the same in equivalent learning conditions for any of the Western European languages studied in general education schools in our country. However, knowledge of the general patterns of teaching a foreign language is insufficient when the teacher is faced with the specific features of a particular foreign language. Thus, the ways of mastering Continuous verb forms are specific only for the English language, difficult patterns of composition, declension of nouns and adjectives are typical for the German language, and the methods of forming numerals, the use of diacritics, the reduction of the article, the presence of the partitive article are in French. Significant differences are observed in phonetics: triphthongs and diphthongs are specific for English, and nasal vowels are specific for French. As shows experience and practice, the teacher needs to develop and implement such techniques, methods and forms of teaching that contributed to the rapid mastery of the relevant specific phenomena in a particular foreign language by students. Thus, a private technique explores the teaching of those linguistic and speech phenomena that are specific to a particular foreign language being studied.

General and private methods are interconnected. The general methodology is enriched on the basis of the experience of particular methods. In turn, the laws of the general methodology are reflected in the particular. The subject of the methodology

of teaching foreign languages is the knowledge accumulated about the object, a numerous theory that models the learning process; its regularities of the learning process of a foreign language.

The main concepts that make up the foundation of the methodology include: process, goals, content, principles, methods, techniques, means and organizational forms of training.

The basic categories of the methodology are considered to be:

Method as a system of purposeful actions of the teacher, on the one hand, and learning actions of students, on the other.

Technique is an elementary methodological act aimed at solving specific problems at a certain stage of the lesson. The method is implemented in the system of techniques. The communicative-oriented teaching method is implemented in the following ways:

- ✓ Techniques of role-playing communication
- ✓ Techniques of the formation of the orientation ability of students. Techniques for teaching speech interaction
- ✓ Techniques for systematizing speech knowledge
- ✓ Techniques for deepening and expanding content
- ✓ Increasing the intensity of independent work
- ✓ Techniques for stimulating speech and thought activity
- ✓ Standardized control techniques

Approach is the general starting position, starting from which the researcher considers most of his other provisions. The question of the relationship between method and approach remains debatable. Domestic methodologists and most foreign researchers believe that the approach to learning plays a fundamental role and is the dominant idea on which the new method is built. Method and approach are interconnected and interdependent, they are characterized by constant interaction.

Researchers unanimously express the opinion that there is no absolutely correct and effective method for all learning conditions. They come to the conclusion that it is necessary to combine different approaches, principles and elements of different

methods, taking into account the specifics of learning, since what is effective in one conditions can have a completely opposite result in other learning conditions.

The goal of learning is what we strive for in the process of teaching a foreign language, this is an ideally planned result [25; c.34]. First, the goal of training is set, only then the methodology is developed. The purpose of learning is closely related to the conditions of learning, since without them it is impossible to achieve it. *Learning conditions* are the circumstances under which learning takes place. The means of learning are the tools of the educational process, with the help of which the set goals are achieved more successfully and in a short time. Teaching aids include textbook, workbook, tape recorder, cards. All of the above categories serve the education system – a general model of the educational process corresponding to a certain methodological concept. *The training system* is a complete set of components corresponding to a certain methodological concept; it determines the goals, content, principles, methods, techniques, ways, means, forms of organization of training and, in turn, is determined by them [25; c. 35].

The system of teaching a foreign language is based on the provisions on the universal connection and interdependence of the phenomena of reality, on the integrity of the continuously developing world and the systemic reflection of our knowledge about it. The integrity of the system is ensured by the diverse links between its elements and their interaction during the functioning of the system.

With regard to teaching foreign languages, it is advisable to consider the concept of a system at two levels: at the level of the most significant phenomena and processes that determine the initial provisions of the methodology of teaching foreign languages; at the level of the pedagogical process, that is, the activities of the teacher and students, mediated by the educational complex, which determines the final result – a certain degree of learning.

The methodology of teaching foreign languages is connected with a number of other sciences – *basic* and *related*. The basic sciences include philosophy, pedagogy, psychology, psycholinguistics, linguistics, communication theory, etc. Data from

related sciences are used by the methodology as a means of ensuring the effectiveness and reliability of its research.

The connection with *linguistics* is important and necessary for the methodology. The subject of training is the training of speech activity on the material of the language. Linguistics, on the other hand, describes the main system properties of a particular language, formulates them in rules that are actively used by the methodology in the development of specific training models.

The technique is closely related to *psychology*. The methodology uses data from psychological science on the characteristics of perception in teaching a foreign language, the role of thinking and its connection with language, the relationship between conscious and unconscious (a combination of voluntary and involuntary attention, awareness and imitation), the formation of skills and abilities, the motivation of educational activities, etc. In its provisions the technique is based on the research of L. S. Vygotsky, S. L. Rubinstein, A. N. Leontiev, in which the theory of activity is developed, in particular mental activity, draws data on the problems of memory, the formation of speech skills, speech mechanisms, takes into account the theory of installation, etc. A great contribution to the development of the methodology was made by scientists who devoted their works to the development of issues of teaching a foreign language. Based on general psychology, pedagogical psychology, the psychology of teaching a foreign language, the methodology draws from them data on the psychological characteristics of speech, on oral and written speech, external and internal.

It is an undeniable fact that using the general psychological concepts of the formation of skills and abilities in activity, the methodology clarifies them on the material of its own subject and enriches the general psychological theory of activity with such specific categories as speech skill, speech skill. Consequently, the connection of methodology with psychology should be understood not as an elementary use of psychological theory by methodology, but as bilateral dialectical relations that contribute to mutual refinement, supplementation and enrichment of the theories of both sciences.

Important for the methodology are connections with *psycholinguistics*, which has developed at the intersection of psychology and linguistics and studies the mechanisms of speech generation (expression of thoughts) and speech recognition (speech understanding). Knowledge of the mechanisms for the implementation of speech activity is of particular importance for the correct construction of the educational process, because language learning is learning speech activity. The contribution of psycholinguistics to the methodology of teaching a foreign language is reduced to the following provisions: language teaching involves the development of speech activity. Since in teaching foreign languages its communicative function is of particular importance, therefore, the situational nature of speech and the presence of appropriate situations are taken into account; exercises should be a task, the solution of which develops the skills of students, while at the same time activating their mental activity; In order for speech activity to be of interest to students, motivation is necessary.

A special place belongs to *didactics*, which, together with the methodology, have a common object of study – the educational process. The difference lies in the fact that didactics studies this process as a whole, and methodology – in relation to a particular academic subject. The nature of the connection between these sciences can be defined as the relation of a general theory to a particular form of its implementation on the material of a particular subject. This connection is manifested in the commonality of the main categories that make up the conceptual apparatus of both sciences, and can also be traced in their basic teaching principles. The research methods are the same. This does not mean, however, that in relation to didactics, methodology is only an applied discipline, it is an independent pedagogical science. Moreover, the methodology of teaching foreign languages opens up opportunities for expanding the base of didactics, the theoretical provisions of which are developed mainly on the basis of a study of teaching the basics of sciences, i.e. the focus is on the cognitive activity of students. The methodology of teaching foreign languages studies the patterns of communicative-cognitive activity of students.

The methodology solves not only the problems of teaching, but also the problems of education by means of a foreign language, which is not included in the range of problems studied by didactics.

The methodology of teaching foreign languages is not limited to the connection with the specified basic sciences, but uses the knowledge and methods of others, so called related sciences. The general contours of the learning process can be represented in terms of *cybernetics* – a science whose subject is control processes occurring in complex dynamic systems.

Cybernetic analysis of pedagogical phenomena contributes to a clear isolating the interrelated links and conditions of the pedagogical process, allows you to introduce elements of programmed learning into teaching foreign languages. Programmed methods solve the problem of optimizing the management of the educational process. The use of methods of statistical analysis contributes to the increase in the scientific level of the methodology. The use of methods of mathematical statistics, mathematical linguistics, information theory allows us to solve the issues of rationalizing the process of teaching foreign languages.

Reliance on basic and related sciences is the most important condition for raising the scientific level of methodology. One of the important tasks of the theoretical methodology is the scientific synthesis of basic and related sciences in their dialectical unity and their use in a transformed form, taking into account the goals, stages, and conditions of training.

The following problems are identified for the methodology:

- definition of a foreign language as a subject;
- study of the teacher's activities (development of forms, methods, teaching methods);
- study of the student's activity (checking the effectiveness of the methods used, studying the development of the student);
- the establishment of specific patterns, the definition of the scope of patterns of sciences adjacent to the methodology and the identification of their specific refraction in the methodology.

It is obvious that the process of teaching foreign language speech is extremely multidimensional.

Motivation in learning a foreign language is an internal driving force that makes a person spend time and effort on learning a foreign language. Foreign languages are becoming one of the main factors of both socio-economic and general cultural progress of society. Learning motivation can be divided into positive and negative. So, the construction “if I learn English, I will get excellent at the exam” is a positive motivation. However, the construction “if I learn English, then I will pass the exam and not be kicked out” – negative.

Motivation can also be divided into extrinsic and intrinsic. External motivation is not directly related to the content of the subject, but is due to external circumstances (being an excellent student in all subjects, the student tries to have “excellent” in a foreign language – an external positive motive; a student learns a foreign language because of fear of strict parents or a teacher – an external negative motive).

External motivation exists in two varieties: broad social motivation and narrow personal. The external motivation of “the process of learning is associated with a rather acute sense of civic duty to the country, to dear, close people, is associated with ideas about learning as a road to mastering great cultural values, with the idea of learning as a way to fulfill one's purpose in life.”

Narrow external motivation determines the attitude to mastering a foreign language as a way of self-affirmation, and sometimes as a way to personal well-being.

Intrinsic motivation is not associated with external circumstances, but directly with the subject itself. It is also often referred to as process motivation. Varieties of internal motivation: motivation associated with the long-term development of the individual; communicative motivation; motivation generated by the learning activity itself.

2 THE CONTENT OF TEACHING FOREIGN LANGUAGES

The content of teaching foreign languages is understood as a category that pedagogically interprets the goal of teaching foreign languages. Since the goal is a multidimensional education, the content cannot be one-component. Modern domestic researchers consider the content of education as a constantly evolving category and single out in it both the subject (including areas and situations of communication; topics, texts; communicative goals and intentions; regional knowledge, linguistic and regional knowledge; language material) aspect, and procedural (contains skills and skills of foreign language oral and written communication).

The goals of teaching a foreign language are an important methodological category. The starting point in determining the strategic goal of education is the social order of society in relation to the younger generation. In particular, foreign language education throughout almost the entire twentieth century consisted in a qualitative mastery of the subject. Then there was a turn from grammar-translation methods to the problem of practical mastery of a foreign language. However, the very concept of “practical knowledge of a foreign language” was clarified and concretized depending on the level of development of the methodology and related with it, the goals of teaching the subject were understood to be:

- mastery of speech within certain limits;
- the formation of skills and abilities to understand the thoughts of other people and expressing one's thoughts (orally and in writing);
- development of speech skills in all types of speech activity;
- teaching communication in a foreign language in the unity of all its functions: cognitive, regulatory, value-oriented, etiquette.

Similar development dynamics of the interpretation of the goal of teaching a foreign language reflects the essence of the development of methodology as a science and related areas of scientific knowledge. There is no single point of view on the problem of goal-setting among methodologists. So, K.D. Ushinsky believed that the main goal should be acquaintance with literature, then – mental gymnastics, and if possible, then practical knowledge of the language. The point of view of L.V.

Scherba to the problem of the goals of teaching a foreign language are as follows: in order to build a methodology for teaching foreign languages, it is important to realize the practical tasks that life can set before us in the field of knowledge of these languages, and the different types of this knowledge. These tasks include:

1. The ability to read correctly, if necessary, and understand with the help of a dictionary the titles of books, addresses on envelopes, parcels, invoice text, etc. This is necessary for certain categories of librarians, for workers in communications, transport, for skilled workers in various industries.

2. The ability to express your desire and ask the simplest questions (possibly with minor inaccuracies), understand the answers to such questions. Such a skill could be called “tourist language”, if its scope was not actually much wider. When traveling abroad, this skill should be combined with the ability to read and navigate in all inscriptions, as well as, if possible, in newspaper headlines.

3. The ability to accurately understand any non-fiction text of any difficulty, leaving only unimportant words incomprehensible and only occasionally resorting to the help of a dictionary. This skill is necessary for scientists, engineers, students, all those who need to follow foreign literature in one area or another.

4. The ability to maintain a conversation on any topic, while making small mistakes, but the speech is quite understandable both in terms of phonetics, and in terms of vocabulary and grammar. This skill is necessary for people who are forced to conduct more or less responsible conversations with foreigners. Such skill is sufficient only if these persons are not required to speak publicly.

5. The ability to correctly write scientific and technical articles, business papers and letters may be necessary for the previous category of persons.

6. The ability to freely and subtly understand the most difficult texts, among other things, fiction, newspapers and all sorts of others. It is necessary for writers, critics, literary publicists, politicians and, above all, teachers of foreign languages and translators.

7. Ability to write well responsible documents, literary articles, etc. necessary for diplomatic workers and speakers in the press.

8. The ability to freely and absolutely correctly, from the point of view of phonetics, to speak in public is necessary for diplomatic workers and all public speakers.

This classification does not claim the absolute accuracy of the typology presented in it, however, in general, it shows with sufficient clarity that knowledge of the language can be very differentiated depending on practical needs.

The main goal of teaching a foreign language at the threshold level is the formation of communicative competence, i.e. here the authors no longer distinguish between general educational, practical, educational and developmental goals. It was an integrated approach to the implementation of these goals that allowed them to identify several of its components: linguistic competence; sociolinguistic competence; sociocultural competence; strategic competence; discursive competence; social competence.

Linguistic competence means possession of knowledge about the language system, about the rules for the functioning of language units in speech and the ability to understand other people's thoughts and express one's own judgments orally and in writing with the help of this system.

Sociolinguistic competence means knowing how to form and formulate thoughts with the help of language, as well as the ability to use language in speech. Sociocultural competence includes knowledge of the cultural characteristics of a native speaker, norms of behavior and etiquette and the ability to understand and adequately use them in the process of communication, while remaining a carrier of a different culture; the formation of socio-cultural competence involves the integration of the individual in the system of world and national culture. Under the strategic or compensatory competence, it is customary to consider the competence, thanks to which the student can fill in the gaps in knowledge of the language, speech and social experience of communication in a foreign language environment. Discursive competence includes the ability to build coherent, coherent and logical statements of different functional styles in oral and written speech based on understanding various types of texts when reading and listening; involves the choice of linguistic means

depending on the type of utterance. Social competence is manifested in the desire and ability to communicate with other people, in the ability to navigate in a communication situation and build an utterance in accordance with the communicative intention of the speaker and the situation.

At the present stage, four aspects are distinguished in the methodology: educational practical aspect; educational aspect; educational aspect; development aspect.

Educational practical aspect. Students learn a foreign language as a means of communication and must be able to use it orally and written forms. We are talking about mastering four types of speech activity: receptive – listening and reading, productive – speaking and writing, as well as three aspects of the language associated with them – vocabulary, phonetics, grammar. The practical aspect involves the possession of all forms of communication and all speech functions.

The educational aspect of education involves the education of morality in all its manifestations.

The educational aspect includes the acquisition of knowledge about the culture of the country of the language being studied, including literature, music, architecture, painting, history, knowledge about the structure of the language, system, character, features, similarities and differences with the native, interference.

The developing aspect provides awareness of the means of expressing thoughts, how people pronounce, what words they use to nominate objects, comparison and comparison of the phenomena of native and foreign languages, the development of a sense of language, linguistic conjecture, memory in all its forms, logic (analysis, synthesis, comparison , conclusions), development of sensory perception, motivational sphere, ability to communicate, such character traits as diligence, will, purposefulness, activity, ability to learn.

After analyzing all of the above, we can see the following conclusions:

1) communicative competence is the leading and core and underlies all other competencies.

2) the interpretation of goals generally accepted in domestic education should be specified as follows:

- practical and educational goals should be aimed at obtaining knowledge that creates the foundation for educational and real activities; interdisciplinary or supra-subject skills and abilities, with the development of certain mental abilities, without which it is impossible to effectively apply the acquired knowledge, taking into account the tasks set and the specifics of the situation;

- educational goals – the desired outcome or set of competencies associated with the readiness and ability to act and interact, taking into account the laws and norms of behavior adopted in society, the moral and value attitudes of the individual formed.

3) the effectiveness of the assimilation of knowledge largely depends on the degree of emotional and sensory impact on students.

So, all the components of the goal of teaching a foreign language are interconnected with each other and mutually condition each other.

If the goal is a multidimensional education, then the content with which this goal is achieved cannot be multicomponent. Modern Ukrainian and foreign researchers consider it not as a static, but as a constantly evolving category, which reflects both the subject aspect and the procedural one. The first aspect correlates, as a rule, with a variety of knowledge involved in the process of teaching a subject. The second aspect is the actual skills and abilities to use the acquired knowledge in order to implement oral and / or written communication. These components (knowledge, skills and abilities) are most often found in different authors. At the same time, in the theory of teaching foreign languages, there is still no single point of view on the problem of the component composition of the content of teaching foreign languages.

3 PRINCIPLES OF TEACHING FOREIGN LANGUAGES

The learning process is very voluminous and multifaceted. It is hard to imagine that all principles can be relevant for the whole process. Under the principles of learning, it is customary to consider the main provisions that determine the nature of

the learning process, which are formed on the basis of the chosen direction and approaches corresponding to this direction. Clearly formulated learning principles will help decide how and what learning content to select, what materials and techniques to use.

Foreign methodologists note the importance of linguistic, psychological and didactic factors in teaching a foreign language. However, the concept of “learning principle” is not a basic category of foreign methodology and is currently rarely found in publications, probably due to the fact that the term itself suggests the dominant role of the teacher in educational process, which is rejected by modern methodologists.

It should be noted that some authors recognize the need to take into account the principles of teaching and learning and highlight the following:

- cognitive principles: the principle of automation of speech units (automaticity); the principle of using intrinsic motivation (intrinsic motivation principle); the principle of using the student's personal contribution (strategic investment principle) – his time, effort, individual abilities, etc. – and a number of other principles;

- emotional-psychological principles (affective principles): the principle of “linguistic self” (language ego), which means that when a person masters a foreign language, a “second self” is formed that affects his feelings, emotions, behavior, etc.; the principle of interconnected mastery of the language and culture of the country of the language being studied (language-culture connection). You should also take into account such qualities as self-confidence (self-confidence, self-esteem), the ability to experiment and take risks when using new material in the process of speech imitation in a foreign language (risk-talking);

- linguistic principles (linguistic principles): taking into account the influence of the native language on mastering a foreign language (native language effect); taking into account the peculiarities of mastering the language being studied as an intermediate language system (interlanguage is a constantly changing language system that is located between the native and studied languages and is inherently

individual for each student; it improves as the language is mastered, approaching the system of the language being studied); the principle of communicative competence in the process of teaching a foreign language.

3.1 General didactic principles of teaching a foreign language

The general didactic principles reflect the provisions that are used in teaching any subject. The main ones can be called: the principle of consciousness, activity, systematic, visibility, strength, accessibility and others.

The principle of consciousness. There are many interpretations of this principle. Let's take a look at the main ones.

1) Consciousness lies in the conscious comparison of native and foreign languages for deeper penetration into their structure.

2) Consciousness is the comprehension of theory and the ability to apply it in practice.

3) Consciousness is the understanding of the content of speech. "Information about the structure of the language should be generalized on the basis of language material that has been previously learned practically."

4) Consciousness is not only an understanding of the content of speech, but also awareness in the process of mastering those units of which it consists, and ways to use them.

5) Consciousness lies in understanding why it is necessary to learn.

Supporters of intensive teaching of foreign languages give this principle the following definition: "... it is considered as a broader principle that implies an optimal combination (different at different stages of learning), conscious and unconscious in learning. This combination presupposes a rational dosage of the operations and actions being worked out, realized by the teacher; conscious participation of the student in communication; not always and not fully conscious participation of the student in the development and assimilation of the language system. This last provision does not exclude from the learning process at certain stages of the students' awareness and analysis with the help of a teacher of the means of language communication.

The principle of activity. In teaching foreign languages, the principle of activity acquires an important role, since mastering the language being studied is possible if each student is an active participant in the process, if he is involved in speech activity.

In modern psychology, activity is considered as the main characteristic of the process of cognition. Activity occurs under certain conditions, and according to the theory of set, the student must feel the need to study this subject and have the necessary prerequisites to satisfy this need. In the study of a non-native language, one should distinguish between *intellectual, emotional, speech* activity, which together can provide favorable conditions for mastering the language.

The intellectual activity of the child is achieved by posing problem questions that put students in front of the need to think, analyze, compare, generalize, connect the thinking of children. Emotional activity is called upon to play a special role, which manifests itself in the fact that children are not indifferent to the activities they perform, and if positive emotional experiences provide internal, external activity, and therefore success, then negative emotional experiences inhibit activity and have a bad effect on success. However, in certain categories of students endowed with strong volitional qualities, negative emotions cause dissatisfaction with unfulfilled tasks and can stimulate activity in the right direction.

It is important to develop the initiative of speech behavior in students. This can be achieved if the student from the object of learning becomes the subject. To master a foreign language, practice in its application is necessary, and for this it is necessary to rationally use the time allotted for learning a foreign language. One of the ways to solve the problem of increasing the student's active time in the classroom is to use different modes of work (work in choir, small groups, in pairs, individually, class work).

The principle of visibility follows from the essence of the process of perception, comprehension and generalization of the material by the student. Visualization is understood as a specially organized display of language material and its use in speech, in order to help students understand this material. In interpreting

this principle for methodology, a curious mistake occurred: a literal interpretation of the term “visibility” or “looking” at something. Hence the requirement – to use pictures, images of objects, the objects themselves. But when didactics say that the principle of visualization involves the perception of the phenomenon being studied, then in the implementation of this principle by a teacher of a foreign language, we should not talk only about demonstrating the objects themselves and their images. E. I. Passov believes that linguistic visibility should be implemented in the following ways:

- 1) constant speech activity of students in a foreign language;
- 2) the speech of the teacher in the lesson, if it is not limited to the phrases: “Get up”, “Read”, “Sit down”, etc.;
- 3) newspapers and magazines;
- 4) radio and television broadcasts, video films, films and animated films;
- 5) mugs;
- 6) audio recordings for independent work;
- 7) library for additional reading on interests;
- 8) evenings and other events in foreign languages [32; c.67].

Together, all these tools will create just that foreign language environment, which will provide linguistic visibility. Such clarity, of course, does not exclude illustrative clarity. But we are talking about the fact that linguistic visibility should be in the foreground. As auxiliary means, plot pictures and their series, objects and actions with them, layouts, filmstrips can be used.

The principle of developmental education. One of the key problems of didactics, which is of great methodological importance, is the problem of learning and development, when the process of mastering knowledge and methods of activity should serve as a means of comprehensive development of the individual. It is known that training creates a zone of proximal development, i.e. arouses in the child an interest in life, awakens and sets in motion a number of internal developmental processes. Thus, properly organized education of the child contributes to the child's mental development, brings to life such developmental processes that would have

become impossible without education in general. It should, however, be emphasized that developmental processes follow learning processes that create zones of proximal development, and the most complex dynamic dependencies are established between the development process and the learning process, which cannot be covered by a single, pre-given a priori speculative formula.

Principles of accessibility and affordability. The application of these principles requires that education be carried out at the level of children's abilities, so that they do not experience insurmountable difficulties. Accessibility is ensured both by the material itself, its organization, and the method of working with it in the classroom. This principle finds its concrete expression in the strict selection of linguistic and speech material and its presentation in structures, speech units, correlated with communication situations that are close and understandable to children, building the learning process of the language, based on real possibilities, which is expressed in the amount of the intended material and assimilation level. The feasibility is manifested in the pace of progress in the study of the material.

The principle of strength is expressed in the fact that the words and structures entered into the memory of students must be stored in it so that students can extract the necessary units from it whenever the need arises. The strength of assimilation is ensured by: bright presentation of the material when students get acquainted with it, when they have vivid images, associations; training in the reproduction of the material, immediately after familiarization and at subsequent lessons, with the inclusion of various analyzers; independent creative application, in which this material is used to convey the necessary material, when the student's attention is focused on the content, and not on its form; systemic control of the assimilation of what has been passed, which creates favorable conditions for retaining the material in memory.

3.2 Specific methodological principles of teaching a foreign language

Methodological principles describe and concretize the specifics of teaching a foreign language in more detail. This group includes: *the principle of communicative orientation, taking into account the peculiarities of the native language, the principle*

of interconnected learning of all types of speech activity, the principle of functionality, oral advance, approximation, as well as a number of other principles that are formulated by the authors depending on the chosen approach to learning.

The principle of oral basis and the principle of oral anticipation are rooted in the direct method. In 1880, F. Guen wrote that oral speech should precede written speech. The essence of this principle is that oral speech appeared earlier than written one, and a person learns his native language first in oral form, written speech is only a fixed oral speech, therefore, you must first learn to speak and understand, and this will already provide both the ability to read and the ability to write. Based on this principle, for a long time (from six months to two years) speech is taught on an oral basis, i.e. without reading texts and without writing. In miniature, this approach in many modern textbooks has taken the form of so-called oral introductory courses (from two weeks to four months). The introduction of the oral basis principle raises both theoretical and practical objections: most people have visual and mixed memory, not auditory; one of the immutable provisions of psychology is the following: the more analyzers are involved in assimilation, the stronger it is; practice has shown that after oral introductory courses, the transition to reading and writing is difficult.

The principle of verbal advance. It seemed to be very fruitful, its interpretation, however, most often not accurate. In particular, they write that in the implementation of this principle, we are talking only about the oral introduction of the material, but basically everything is based on the processing of written texts. In practice, this is exactly what happens. But this hardly compromises the principle itself. The principle, however, provides for: 1) not just the introduction, but the automation of a certain dose of speech material before proceeding to the text; 2) the use of the text as a visual reinforcement and as a “content base” for further work; 3) a lot of work orally after the text.

The principle of complexity involves the joint assimilation of all four types of speech activity. However, simply the joint, parallel existence of types of speech activity is not yet complexity. The main thing is to ensure their mutual influence on

each other with the leading role of each of the species alternately at different segments of the learning process.

The principle of taking into account the native language of students.

Representatives of various methodological systems put forward different principles regarding the native language of the trainees. Thus, supporters of direct and natural methods proclaim the principle of excluding the native language of students from the learning process. Others put forward the principle of relying on the native language, others – the principle of taking into account the native language of the students. *The principle of relying on the native language* suggests that in the lesson the student must constantly compare the forms of two languages, analyze their similarities and differences in order to comprehend the structure of languages in detail. However, this is aimed at theoretical understanding, but not at practical mastery. *The principle of taking into account the native language* is aimed at the practical mastery of foreign language speech. This is served by such an organization of speech material that helps to prevent interference from the native language; the implementation of the principle is facilitated by the appropriate organization of the process of assimilation of foreign language forms (lexical units). This aspect is significant for the teacher, who ensures the prevention of errors, foreseeing them in advance. Thus, the principle of taking into account the native language is, as it were, hidden from the student. It should be noted that it can be effectively implemented in a monolingual classroom, while in international classes, where students who speak different languages are gathered, it is more difficult for a teacher to take into account the peculiarities of the native language of all students.

The principle of synthesizing assimilation. Firstly, the actual principle of synthetic assimilation of the material, put forward by G. Palmer. In the author's opinion, synthetism will force one to avoid analysis and translation.

Listening to the material, prefaced by G. Palmer to the entire process of assimilation, really confronted the student with the need to intuitively grasp the whole without analyzing it. Secondly, it is the principle of global perception of structures put forward in the audiovisual method, which goes back to Palmer's syntheticity. It is

also assumed that the student only listens to entire structures without analyzing them, without translating, imitating and reproducing. Thirdly, this group also includes the principle of assimilation of vocabulary in a phrase, proposed by the straight men and revived in recent years.

The principle of programming communicative activity in exercises includes in it the selection of language material for exercises, the selection of the exercises themselves in accordance with the stage of learning, the observance of one difficulty, the modeling of reality using visualization.

The principle of unity and heterogeneity of goals and ways of learning. In 1967, an article by P.B. Gurvich, in which he was first an attempt was made to formulate purely methodological principles in full. Here is how P.B. Gurvich: “If the goal is the use of words in sentences (in speech), then this does not exclude, but, on the contrary, implies a certain work with an isolated word; if the goal is the assimilation of language material to the level of receptive proficiency, the path to this goal may lie through reproductive and productive exercises...” [8; p. 78].

The principles of complementarity were proposed by P. B. Gurvich. There are four of them: voluntary and involuntary; conscious and automated actions; memorized and creative; directed and free action.

Summing up the analysis of various principles, E. I. Passov proposed the following *hierarchy of principles*:

- principles of the first rank (general didactic) underlying teaching any subject, including a foreign language;
- principles of the second rank (general methodological) underlying the teaching of a foreign language in general;
- principles of the third rank (private methodological), which underlie the teaching of one or another type of speech activity;
- principles of the fourth rank – those that are significant for a narrower area of education [28; p. 87].

4 METHODS OF TEACHING FOREIGN LANGUAGES

In the methodology of teaching foreign languages, the method is considered to be the way to achieve the goal, but it is used to designate paths of different scale. The method is a fundamental direction in teaching foreign languages, characterized by certain goals, content and principles of teaching (grammar-translation method, direct method, etc.). So, with the grammar-translation method, training was carried out with the aim of developing logical thinking and the ability to read and translate texts. The main attention was paid to the study of grammatical rules as a necessary means in mastering a foreign language, and above all reading. When teaching by the direct method, the main goal was the development of practical skills to use a foreign language: understand it, speak it, as well as read and write. The word method denotes a path – a learning system within a direction, reflecting the concept of the author (authors) who proposed it (François Gouin's method, Palmer's method inside a direct method – direction).

4.1 Traditional methods of teaching foreign languages

Grammar-translation method. According to this method, language proficiency is grammar and vocabulary. The process of improvement is understood as a movement from one grammatical scheme to another. Thus, a teacher planning a course on this method first thinks about what grammar schemes he wants to cover. Then, texts are selected for these topics, from which individual sentences are singled out, and everything ends with a translation. First – from a foreign language to the native, then – vice versa. As for the text, it is usually the so-called artificial text, in which practically no meaning is given to the meaning: it is not so important what you say, it is important how you say it. Some adherents of this method (G. Ollendorf) believed that the texts of the textbook should be chosen so that their content repels rather than attracts students, because when learning a language, it is important to learn grammar, and not the text, which serves only as an illustration of it. As for the English language, these are the famous textbooks of Hornby and Eckersley. And in 1965, our "Bonk" appeared – a textbook, according to which, for all its shortcomings,

more than one generation, at the very least, mastered English. The main disadvantage is, of course, that the traditional method creates ideal conditions for the emergence of the so-called language barrier, since a person in the process of learning ceases to express himself and begins not to speak, but simply to combine words by means of certain rules.

However, despite some well-deserved complaints, the traditional method has a number of advantages: it allows you to learn grammar at a very high level; the method is good for people with highly developed logical thinking, for whom it is natural to perceive the language precisely as a set of grammatical formulas.

The history of foreign language teaching methods knows numerous and varied attempts to find the most rational method of teaching foreign languages. The most ancient was the natural method, which was no different from the method by which a child is taught his native language. A foreign language was mastered by imitation of ready-made samples, by repeated repetition and reproduction of new material by analogy with the studied one. The natural method, pursuing purely practical goals – teaching, above all, the ability to speak and read a light text – for a long time satisfied the needs of a society in which the productive knowledge of a foreign language was the privilege of its upper strata. With the emergence of schools and the introduction of a foreign language into them as a general educational subject, at first they also tried to teach the language by the natural method, but it was soon replaced by the translation method.

Direct teaching method. A method of teaching foreign languages that arose on the basis of the natural method. Psychologists and linguists (V. Fietor, O. Jespersen), as well as methodologists (Sh. Schweitzer, G. Wendt, E. Simono, and others) took part in the development of the method, which received substantiation in the late 19th – early 20th centuries. Representatives of the method set themselves the goal of teaching students the practical knowledge of the language, at the initial stage – mainly its oral form. The selection of lexical material was regulated by the topics of communication, and from grammar it was proposed to study only what corresponded to the modern norm.

The creators of the direct method of teaching widely recommended the use of induction, i.e., observation of the language material and independent derivation by students of rules that should later be brought into the system.

The main merit of the representatives of the direct method of teaching lies in the appeal to the living spoken language, in the creation of a methodology for teaching oral speech, in the development of a system of phonetic exercises that allow you to effectively master the sound side of the language, in the use of visualization as a means of semantization of foreign language material.

The direct method of teaching and the natural method are distinguished as follows: a) the study of new material in accordance with a specially developed plan with the direct method of teaching (as opposed to from the natural method); b) the required number of rules designed to correct the material being studied with the direct method of teaching, which does not allow the natural method; c) the reasonable use of reading and writing, which contributes to the consolidation of new material with the direct method of teaching, which is also not provided for by the natural method.

Indirect methods. Indirect methods are sharply distinguished depending on the purpose of training: the reproductive method (G. Palmer, L. Bloomfield and others) and the method of receptive language acquisition (M. West and others). Proponents of the indirect method are trying to replace learning the rules of traditional grammar with learning the structures of the language (Ch. Friz, R. Lado, etc.). They are trying to create a language environment through various technical means. One of the brightest representatives of this direction in the methodology of teaching a foreign language is G. Palmer – the author of more than 50 theoretical works, textbooks and manuals devoted to the problems of teaching English as a foreign language. He took part in the development of principles for the selection of vocabulary and was the author and co-author of minimum dictionaries. G. Palmer set purely practical tasks for the study of a foreign language – to teach students to be fluent in English (i.e. understand oral speech, speak, read and write), and the degree of language proficiency should be as close as possible to the knowledge of this language by its native speakers.

G. Palmer determines the duration of the course, depending on the amount of material studied, from 2.5 to 6.5 years. G. Palmer rightly notes that it is impossible to start teaching a foreign language from the study of literary works. Therefore, the object of training should be a living spoken language, which serves as the basis not only for oral speech, but also for the ability to read. G. Palmer makes the following requirements for the content of texts: they must be interesting and entertaining, appropriate for the age of students; should contain only realities known to students; plot texts are preferable to descriptive ones, because more convenient for the development of oral speech skills. The researcher is one of the first to raise the question of the scientific selection of the dictionary. He divides the educational dictionary into two large groups: strictly selected, which he calls the microcosm (the microcosm), and elemental. The former is to be systematically taught at the elementary and intermediate levels of education, while the latter is accumulated spontaneously at the advanced stage of education.

The microcosm is a miniature of the entire language, limited in scope. Considering the term "word" (word) too vague, G. Palmer uses the term "lexicological unit" (lexicological unit).

Considering the methodological principles of G. Palmer, one should single out those that are defining for his concept: activity and passivity; conscious and subconscious language learning; grade of difficulty.

If we somewhat simplify the process of teaching a foreign language, proposed by G. Palmer, then it comes down to memorizing ready-made samples by imitation and constant repetition, followed by their reproduction in various combinations.

In the process of memorization, listening to speech in a foreign language plays a very significant role. Exercises in listening to fluent foreign speech, regardless of whether students previously studied its components or not, according to G. Palmer, are one of the most effective (profitable) types of work throughout the course of language learning. G. Palmer sees their effectiveness in the fact that they provide an opportunity to exercise and develop the students' ability for direct, intuitive understanding (direct and subconscious understanding without mental analysis).

The ability to intuitively grasp foreign speech by ear can be both the final and intermediate learning goal, which can be followed by a conscious study (conscious and intelligent study) of the facts of the language.

G. Palmer's method, as formulated in "The Scientific Study and Teaching of Languages", is the most thoughtful system of teaching reproductive language proficiency in foreign methods. The author has created a system of teaching aids for teaching English, as well as a teacher's book containing specific instructions for using his teaching aids. In addition, his system of exercises for the development of oral speech deserves attention. Particularly valuable are substitution tables, which are based on a structural approach to the language.

Audio-lingual method. The audio-lingual method of Ch. Friz, R. Lado is based on the behavioral approach to learning and the structural direction in linguistics. The essence of the method is that the language is treated as a "behavior" that should be taught. In accordance with this method, the language should be presented in the form of units, small in volume and graded in difficulty, structures that students master by repeating, substituting, transforming, etc. As the ultimate goal of education, a comprehensive mastery of a foreign language is put forward, i.e. all types of oral and written communication.

Considering language as a means of oral communication, Ch. Friz and R. Lado argue that, regardless of the ultimate goal, the basis of learning is oral speech. A significant place in the works of C. Friz and R. Lado is given to the sound side of the language – fluency of speech, intonation, rhythm, etc.

They most fully outlined the methodology for working with structures. The audio-lingual method of C. Friz and R. Lado retains the main features of neo-directism: language determines our thinking, therefore, comparison and translation are unsuitable for teaching it; The best means for mastering a language is imitation, learning by analogy, and repeated repetition of what has been learned. The audio-lingual method has a number of disadvantages, the main of which are: the passivity of the students, the lack of initiative on the part of the teacher, the training of the language form without relying on the meaning of the phenomenon being studied, as

well as the underestimation of the cognitive learning processes and the role of written speech.

Audio-visual method. This method arose on the basis of the “army method”. Using some of the provisions of the “army method” – the intensity of training, the creation of an artificial environment, etc. – the creators of the audio-visual method significantly modified it and tried to substantiate it with the data of linguistics and psychology. P. Guberina (Director of the Institute of Phonetics in Zagreb) and P. Rivin (Deputy Director of the Scientific and Methodological Center in Saint-Cloud, Paris) are considered its creators.

The main purpose of the audio-visual method is to teach students oral speech. The very name of the method to a certain extent reflects the principles underlying it. It is called audio-visual, since all new material is perceived by students for a long time only by ear, and its meaning is revealed with the help of visual clarity. This method is also called structural-global, because language learning takes place according to holistically (globally) perceived specially selected structures (models).

The duration of the audio-visual course is approximately four months with four hours of daily lessons, except for two days off. This is an average of 250-300 hours for the entire course of study. All language classes are divided into classroom and laboratory. There are no homework assignments. In the process of working on grammar, students do not receive any rules and do not subject the studied phenomena to analysis, because representatives of the audio-visual method believe that such analytical work is interesting for a linguist, but not for a beginner to learn a foreign language.

Phonetics, like grammar, is studied holistically. Each new sound is assimilated in a rhythmic group. Particular attention is paid to the correct intonation. The entire cycle of classes within one lesson ends with a conversation. The audio-visual method of teaching is still common in many educational institutions. Its elements are used in language teaching using video materials. The popularity of this method is explained by the fact that authentic materials imitate the conditions of the real language environment of native speakers, contribute to the development of students' motivation

and interest. Being a kind of direct method, the audio-visual method ignores the need to teach written speech, underestimates the role of the native language of students, and completely excludes translation. In accordance with the ideas of behaviorism, much attention is paid to rote repetition and memorization, and the creative nature of the learning process is not taken into account.

Consciously-comparative method. Academician L.V. Shcherba played a significant role in the creation of this method. According to L.V. Shcherba, one should distinguish between: a) language (speech) as a process of speaking and understanding; b) language as a processed linguistic experience, which determines the possibility of the process of speaking and understanding; c) language (linguistic material) as an unprocessed linguistic experience based on language (speech).

Linguistic experience, or linguistic material, is the same acts of speaking and understanding, but in the form of memories. Processed or ordered linguistic experience is the grammatical and lexical norms inherent in the language in a given historical period of time.

Raw linguistic material is ready-made linguistic units that we perceive without subjecting them to analysis; it is a repetition of what has been heard without the introduction of creative elements. L.V. Shcherba points out that speaking manifests itself when students begin to develop a sense of language, the ability to create new contexts and distinguish possible contexts from impossible ones, correct from erroneous.

As a practical goal of teaching, representatives of the conscious-comparative method singled out the ability of students to read and understand text and oral speech, as well as to teach them to speak and write in a foreign language.

The method is based on the following principles: awareness of linguistic phenomena in the period of their assimilation and methods of their use; connection of content with linguistic form; comparative study of linguistic phenomena; simultaneous development of all types of speech activity; distinction between active and passive language material; use of negative language material.

As a commentary on the last principle, it should be noted that negative language material can be obtained when performing any exercises, however, translations (especially written ones) from the native language into a foreign one are especially useful for this purpose in conditions of artificial (school) language acquisition. Then the sentence in the native language (in case of impossibility of a literal translation into a foreign language) will be the source of that negative language material, which makes it possible to more consciously assimilate the positive material, i.e. different construction compared to the native language.

Communicative method of learning a foreign language. The communicative method of teaching foreign languages today is one of the most popular in the world. Many consider it the most progressive and most effective. The communicative method appeared in Britain in the 60s and 70s, when the English language gradually began to acquire the status of the language of international communication. It was then that it became clear that the traditional methods, tried and tested for that time, no longer met the needs of most foreign language learners.

This method is a set of techniques designed to teach effective communication in a language environment. Most of them have been used in the classroom before. One of its main techniques is to simulate situations from real life, designed to stimulate students to active “speaking”. At the same time, it is very important that the topics are topical, related to the daily life of students, the problems that occupy them. In classes conducted according to the communicative methodology, the course of the lesson depends on the students themselves – their answers, reactions, etc. Since communication takes place meaningfully, on appropriate topics. Of course, speaking takes up most of the classes, although reading and writing are also studied. Teachers, in general, do not speak, but listen and direct the course of the lesson.

4.2 Non-traditional methods of teaching foreign languages.

Suggestopedic method (Lozanov's method). This method got its name from the terms “suggestology” – the science of suggestion and “suggestopedia” – a section of suggestology devoted to the theory and practice of using suggestion in pedagogy. This method was developed and tested in the 1960s in Bulgaria under the guidance of

a psychiatrist and teacher G. Lozanov. A distinctive feature of this method is the disclosure of memory reserves, increasing the intellectual activity of students, the use of suggestion, relaxation. G. Lozanov's method is based on the activation of a person's reserve capabilities, which are not used enough in pedagogy and foreign language teaching methods, but can significantly increase the amount of memory and contribute to memorizing more material per unit of time. The main means of activating the reserve capabilities of a person, according to Lozanov, are the following:

Authority. The personality of the teacher plays a leading role in the learning process. Certain qualities that a teacher should have (self-confidence, the ability to conduct a lesson in accordance with the specifics of the method, external data, enthusiasm, etc.) help to increase his authority and help win the favor of students, which is necessary for successful learning.

Infantilization. This term is understood as “the creation in the group of an environment of a reasonably organized team, as a result of which students find themselves in conditions of mutual trust favorable for learning, freed from tension and constraint” [19; p. 98].

The use of role-playing games, music and comfortable conditions for studying allow students to gain a sense of self-confidence, provide favorable opportunities for mastering educational material.

Two-dimensionality. This means that the teacher or student uses gestures, facial expressions, intonation and a certain manner of behavior in order to influence the interlocutor, to win over others. Such duality, or the second “I” of the teacher, contributes to the creation of his authority, and also helps to emancipate, relax and infantilize the trainees.

Intonation, rhythm and concert pseudo-passivity. According to the suggestopedic method, the hearing must be organized in a certain way. Special requirements are imposed on the intonation and rhythm of the sounding material. The text material is “performed” by the teacher in a certain rhythm, accompanied by specially selected music. Music, as well as intonation, rhythm should have a certain

frequency and promote relaxation and meditation, which leads students into a state of so-called “concert pseudo-passivity”, when they perceive and memorize the material better.

Emotional-semantic method. At the origins of the emotional-semantic method of studying foreign languages is the Bulgarian psychiatrist Lozanov, who worked with patients using his own method of psychocorrection. The Schechter method assumes free language communication between the teacher and students from the first lesson. Students choose a second name for themselves, familiar to a native speaker of the language being studied, and the corresponding “legend” – an architect from Glasgow, a violinist from Palermo, etc. The essence of the method is that phrases and constructions are remembered naturally.

It is assumed that after the first stage the student will not be lost in the country of the language being studied, after the second, he will not get lost in the grammar of his own monologue, and after the third, he can be a full participant in any discussion.

Consciously-practical method. This method is conscious, since in the process of classes it is assumed that students become aware of the language forms necessary for communication, but at the same time, the method is practical, since foreign language-speech practice is recognized as a decisive factor in learning. The basics of classes on the conscious-practical method are formulated as follows: 1) the features of the native language of students are taken into account, which contributes, on the one hand, to overcoming the negative impact (interference) of the native language when learning a foreign language and using a positive transfer from the native language to the studied one – on the other; 2) training is carried out on a syntactic basis with the allocation of a sentence as a minimum speech unit (unit of communication); 3) a practical approach to mastering the grammatical means of the language is carried out; 4) means of communication are studied to the extent that meets the goals and objectives of training, and in this regard, such means are minimized; 5) centrism is ensured in the presentation and arrangement of lexico-grammatical material; 6) the principle of functionality is considered as the leading one in the organization and presentation of educational material; 7) the basis of

grammar lessons is formed by sentence models, grouped in accordance with the structural-semantic approach.

The following are considered the main methodological provisions of the conscious-practical method: 1) parallel mastery of types of speech activity; 2) organization of training in sequence – from the acquisition of knowledge to speech skills and abilities; 3) awareness of linguistic facts as they are assimilated and how they are applied in speech communication; 4) differentiation of educational material into active and passive and its differentiated assimilation as a result of performing special exercises (language, speech); 5) taking into account the native language of students.

The concept of the method is implemented in a large number of textbooks, conventionally divided into grammatical, grammar-speech and speech. Consciously-practical method retains the position of the leading method when set to the practical mastery of the language through awareness of its structure. It should be considered the optimal method of teaching in the classroom with philology students, for whom a foreign language is not only a means of communication, but also a means of professional activity.

Linguistic sociocultural method. Experts rightly call the linguosociocultural method of learning English one of the most serious and, so to speak, comprehensive. This is explained by with this approach to language, students consider not only language forms, but also the social environment and culture of native speakers. According to the supporters of this method, the language, being cut off from its culture, becomes dead and useless.

Any language is the brainchild of some culture and ignorance of the characteristics of a particular society leads to such widespread speech errors. For example, the phrase “What questions are you interested in” common in business communication is translated by most of our compatriots as “What problems are you interested in?”. At the same time, few people take into account the fact that for the British the word “problems” is painted in a stable negative connotation. Thus, the linguo-sociocultural method, so to speak, does not teach the language itself, but

teaches understand its speakers. This technique combines two directions: studying the language of the country and the culture of its population. According to supporters of the linguo-sociocultural method of learning a foreign language, in particular English, they believe that about fifty-two percent of all speech errors are made under the influence of their native language, and forty-eight percent are due to a misunderstanding of the essence of social life and culture of native speakers of the target language.

When studying, for example, English, it is important not what you say, but how the British will understand you. That is, what a native speaker will hear in your phrase, who, in turn, like you, is a representative of a special socio-cultural system. The most prominent representative of this methodology of language learning is S.G. Ter-Minasova.

Explicit methods. Within the framework of an explicit approach to the formation of grammatical skills and abilities, two methods can be distinguished: deductive and inductive.

The name deductive method comes from the word “deduction”, which means inference from the general to the particular. With the deductive method, the first stage of the formation of skills and abilities – familiarization – is implemented in the process of getting acquainted with the rule and examples, the second stage – training – includes the development of isolated formal operations, the third stage – speech practice – is organized on the basis of translation exercises.

Another method of the explicit approach is the inductive method. The inductive method proceeds from such a form of reasoning as induction, which provides for the transition from single facts to general propositions. The inductive method provides an opportunity for students themselves to formulate a rule based on the phenomena they encounter when learning a foreign language. With the inductive method, students find unfamiliar grammatical forms in the text and try to understand their meaning through the context. Further analysis of the new phenomenon occurs by comparing the foreign text with its translation into the native language, after which the rule is formulated. In this case, if necessary, the tips of the teacher or textbook are used.

Then follows a series of exercises to identify and explain a new grammatical phenomenon, to update its forms.

Implicit methods. The implicit approach to the formation of grammatical skills includes two methods with various modifications, namely, structural and communicative. Structural methods can be called a number of methods for the formation of grammatical skills, developed by various authors within the framework of the methods that they called oral, active, structural-functional, etc. , or sentence models, symbolically expressed through a formula, for example: S-V-O, where S is the subject, V is the predicate, O is the object. Structural models are also called language or speech models or, if they are expressed not by symbols, but by lexical units, speech patterns, typical phrases.

Another kind of implicit approach to the formation of grammatical skills is communicative methods. Communicative methods include various variants of intensive methods, the so-called governess method and simply natural immersion in the language environment, forcing communication for communicative purposes. The communicative method of teaching foreign languages, including the formation of grammatical skills, was developed by E.I. Passov.

Problem-search method. The general didactic method of teaching, which received in the 70s widespread in the practice of teaching various disciplines, including foreign languages. In the process of working using this method, such teaching methods are used as creating problem situations in the lesson, organizing a collective discussion of possible approaches to solving them, performing exercises that provide for various forms of communication between the teacher and students, as close as possible to the conditions of real communication. In particular, exercises are recommended that have received the name initiative in the methodology of teaching foreign languages, which form the ability to start a conversation, interest a communication partner, attract the attention of an interlocutor, etc. There are various variants of the method: problematic presentation of educational material, problematic heuristic conversations, performing exercises of a problem-search nature, etc. Of course, the problem-search method of teaching cannot be considered as a universal

and the only correct method of teaching when trying to activate the attention and search activity of students. This method requires careful preparation of the teacher and significant costs.

Therefore, the lesson should combine the problem-search method of teaching with other teaching methods, guided by the purpose of the lesson, the teaching materials available to the teacher, taking into account the stage of learning.

Person-centered method. The adaptive learning system (ALS), like any other learning model, stands firmly on the fundamental principles of its use. Since we are talking about the adaptation of the learning process in terms of a personal-activity approach, we cannot but talk about such fundamental personal categories as individuality, personality, reflection. Therefore, first of all, the ALS should use the principle of individualization of the learning process as a whole, both in a general theoretical sense and in a practical one, when organizing the learning process and learning in foreign language lessons. The essence of adaptation to the learning process itself cannot come from other positions, since then it will contradict the very concept of adaptation of a person to the educational process, the formation of communicative competence in each person at her own (personality) pace, taking into account her abilities, as well as her level of knowledge, skills and abilities in a foreign language. In connection with what has already been said, it becomes necessary to talk about the principle of focusing on the personality of the student. That is why the principle of taking into account personal characteristics is in second place in terms of importance. In the process of learning in an adaptive learning system, it is very important that each person, moving towards the ultimate goal of his learning, constantly feel and realize how the learning process goes and whether all the reserves of the individual and the potential of the student himself are used. The principle of success in the process of learning a foreign language is the most important principle and condition for constantly maintaining interest in learning a subject. This is all the more important when teaching a foreign language in ALS conditions, when the loss of motive due to failure harms the learning process as a whole. However, it should be noted that the ALS model itself, when used correctly,

always guarantees the successful formation of communicative competence, since the density of work simply makes it impossible to fail.

The silent way method is based on the structural approach in linguistics and the humanistic direction in psychology. The author of this method is C. Gattegno, who transferred his experience in creating a program for teaching mathematics and reading in his native language to the methodology of teaching foreign languages. The name of the method reflects the author's idea that the initiative in the lesson should come from students whose speech takes up most of the teaching time, and the teacher should speak as little as possible in the lesson. Learning in silence, as opposed to repetition and reproduction after the teacher, becomes a technique that promotes mental activity and concentration of students when completing a task. The use of the method of “quiet” learning has certain limitations, as it implies a high degree of student interest and the presence of intrinsic motivation.

A positive feature of this method is the stimulation of students' independence and the use of various supports and visual aids in the learning process.

Method of relying on physical actions (Total physical response – TPR) developed by psychologist J. Asher and is based on structural linguistics, behaviorism and humanistic direction in learning, as well as on the position of psychology on the coordination of speech and physical actions that accompany it. The method develops the ideas of the natural method.

Its essence lies in the fact that when teaching a foreign language, it is necessary to imitate the process of mastering children's native language, which is acquired in parallel with the performance of the corresponding physical actions.

The perception of structures is facilitated if it is accompanied by actions performed by the teacher and students.

The lexical-translational method or the analytical method was used in different countries of Europe (England, France, Switzerland). The focus of this method was vocabulary. Vocabulary was created by memorizing original works. Grammar was relegated to the background and studied haphazardly as a commentary on the text. The lexical-translational method pursued mainly general educational

goals and ensured the development of reading skills and translations. Representatives of the lexical-translational method are Chauvanne (Switzerland), Jacoteau (France) and Hamilton (England).

Intensive methods. The main methods used in such work as learning English can be attributed as an accelerated method, How to memorize 200 words in an hour, a language in a month, learning at the pace of a machine-gun fire. Accelerated methods of teaching English are good for the first and superficial study of the language, and are needed in order to quickly get the basics in knowledge of the English language.

Learning English, in fact, is a rather laborious process, so for normal education it is necessary to teach English by ordinary, orthodox methods, especially since a language institute has long been established in our country, and there are proven methods and techniques that can be used to study in present time. The only drawback of the past education system is the lack of attention to such a part of the English language as spoken English, the importance of which at the present stage cannot be underestimated. As for the individual method that can be applied in the discipline of learning English, such a method has always existed, but it is not suitable for everyone, since it requires a lot of willpower and self-discipline. Therefore, teaching English in this way is not very popular in our country. It is better to improve knowledge in such a variety of language as spoken English in the homeland of the English language, or in countries where this language is considered the state language, since no one will teach the intricacies of colloquial speech better than a native speaker.

Immersion method. Recently, the concept of “complete immersion” has come to be used as an alternative to the concept of “learning English language abroad”. Meanwhile, “total immersion” (Total Immersion is a proprietary course, registered trademark and it belongs to Berlitz, the world's oldest network of language schools, founder of the modern method of teaching a foreign language, originating from the Berlitz method (direct / communicative method).

At the same time, Berlitz is currently not only the oldest school of foreign languages, but also a leading developer the most advanced textbooks and interactive

multimedia educational courses. The Total Immersion Course is different from the Intensive Course at a foreign language school, as they are designed for different goals. Imagine a situation where you need to level up proficiency in English in the shortest possible time. You are a top manager and time is more valuable to you than money: that is, you can allocate only two to four weeks, and there are almost no restrictions in the means.

It is clear that for the most efficient solution of the problem in the limit short deadlines, we must ensure the maximum quality of the used funds and the amount of effort applied per unit of time (intensity). It is this concept that underlies the course “Complete immersion” – 60 individual lessons per week, held from 9 to 18 hours provide maximum learning efficiency due to using 130 years of Berlitz experience and the most advanced methodological and technical developments. The course involves the use branded teaching materials, includes a working lunch with a teacher, as well as the daily conduct of one of the lessons by two teachers – to provide greater dynamism and effective simulation of workers situations. Thus, the Total Immersion course is the solution effective, but not at all universal due to its high cost. For example, the cost of a four-week course at a school Berlitz London (the oldest language school in London – author's note) together with accommodation and visa processing will cost €14,315 (according to site Study-Express.ru).

Right hemispheric method. Music for the brain is like a foreign language. The brain perceives music as another foreign language. To such the conclusion was reached by scientists from the University of Liverpool, who studied an area of the brain previously thought to be solely related to function speeches of musicians. It turned out that they, regardless of whether the tool that they own, there was more in this area of the brain gray matter than in people who are far from music. These data, according to Professor of Behavioral Neuroscience at the German University Thomas Elbert's Constanza, “agrees well with existing view that musicians process music as additional language”. This scientist is also studying activity of the motor cortex while playing musical instruments. IN This study, led by the British neurologists Vanessa Sluming and Neil Roberts Roberts, 26 male musicians aged 26 to 66 participated.

A control group of non-musicians was selected by him according to the age. Broca's area was studied using a three-dimensional magnetic resonance imaging. It turned out that the increase in gray substances, that is, nerve cells, in this speech zone did not depend on the type a musical instrument, in which the subject achieved mastery, but was in direct proportion to the number of years spent on music lessons. According to the researchers, this means that language and music have a lot in common in the perception of the brain. Beyond the obvious explaining that playing musical instruments develops Broca's area, there is another possibility. As Professor Elbert noted, it is possible that people with a more developed Broca's area tend to exercise music and achieve great success in this.

Psychological method. 5 hypotheses of psycholinguistics. Description psychological schools that determined the development of teaching methods foreign languages would be incomplete without a psycholinguistic model Stephen Krashen (Stephen Krashen), unusually popular in recent two decades in the USA. It consists of five hypotheses that appeared in 1977, 1981, 1982, 1985. The hypothesis of the difference between the “acquisition” of language and his “study” (Acquisition-Learning Hypothesis) emphasizes that acquisition does not coincide with learning, being inductive and subconscious process, similar to the process of mastering a child native language, which may not know the rules, but intuitively feels the correctness of the form. Learning involves conscious the process of assimilation of rules, exceptions from them and is associated with the terms deductive, explicit, formal, cognitive. Hypothesis about natural order of language learning (Natural Order Hypothesis). According to it, attaching great importance to “study”, we violate the natural order of “acquisition” because some of the structures acquired naturally, have the most complex rules for use.

Consequently, the grammatical sequence of the material has little benefit, it should be graded according to the degree of “understanding” (comprehensibility) to reinforce “acquisition”. Monitor Hypothesis (Monitor Model) states that learned knowledge cannot be transferred to acquired, since these types of knowledge are stored in memory in different ways. The role of learned knowledge is reduced only to

the monitor (self-control). The use of the monitor depends on individual psychological features of the student: “desperate” (monitor under-users) say, do not attaching importance to the correctness of the form; “overcautious” (monitor over-users) are afraid to say something in a foreign language, painfully remembering rules. Between them is the optimal variant (optimal monitor users) to aim for. Input level hypothesis information (The Input Hypothesis) postulates that the most important condition The “acquisition” of a language is the input of information orally or in writing into one step above full accessibility, according to the formula $i + 1$, where understandable information. The hypothesis about the role of the sensory filter (The Affective Filter Hypothesis) essentially takes into account the humanistic concept of influence affective sphere on the assimilation of a foreign language. According to her, acquisition is faster in an environment where low levels anxiety, there is no “protective” reaction. These and others barriers to “acquisition” can be removed by: clarity and accessibility when entering information; creation favorable psychological climate; taking into account the sensory component when entering information.

Frequency storm method. Let's take 100 most often used words of the Gospel of John in Hebrew, ranked by frequency. The first 5 words in this list cover 25% Gospel of John, and the first 46 words – 50%. That is, by learning only 46 words (over 2.5 thousand), you will learn every second word Gospel of John!

The essence of the frequency storm method is very simple:

1. You take a text whose translation you already know in advance.
2. Get a frequency-ranked list of words given text (with the help of special programs, e.g. “Text analyzer”, <http://langs.com.ua/movy.htm>).
3. Select the top of the N-words in this list, which covers, for example, 50% of the words of a text. Translate these words into a language you can understand language. Memorize this tip.
4. Try to read the source text, walking on known words, and trying to understand the rest of the words based on the fact that the translation as a whole to you already known (before all this, you must learn the alphabet and basic reading rules). This is how one manages to quickly enter the language, to enter the real one,

unadapted language. Why is this a breakthrough? Because you go to the level of reading with a dictionary, and this is a significant stage; efforts and the time for this was as minimal as possible. Then you can repeat the procedure with the next portion in the frequency list so that the total number of words you know covers, for example, 80% of the words of the text (but this will no longer be ~ 2% of all unequal words, as in the case of 50% text coverage, and ~20% of all unequal words). Reading after that will become quite easy, because 4 out of 5 structural elements will be known to you in advance.

It is important to note the second pillar of the frequency storm method: a similar ranked list is created for all types of structural language elements (and not just for words). That is, a list is compiled: 1. affixes (prefixes, suffixes, endings); 2. grammar rules (articles: signs of singular and plural numbers, gender, basic cases; nouns: signs of units. and many others. number, gender, basic cases; pronouns: in basic cases and basic types; verb: personal endings in present tense; modal verbs and auxiliary words; adjectives: signs of units. and many others. number, gender, basic cases; syntactic rules: word order in narrative, negative and interrogative types of sentences; ...); 3. Phonetic rules (rules for reading letters, rules for pronunciation and intonation); 4. phraseological units.

Analytical and imitative method. At the initial stage, there development of listening skills, which includes: familiarization with sounds, training students in their pronunciation for skills formation, application of acquired skills in oral speech and reading out loud. At this stage, the material sound shell is still did not merge with thoughts organically, contained in the model and in itself grabs the attention of the students. Therefore, the task of the first stage is to automate listening skills by directing students' efforts at an elementary exchange of thoughts. Oral forms of work on linguistic material prevail here. However, in the process of reading and writing, the nature of work on pronunciation is not is changing. Reading aloud—typical of this stage—creates additional opportunities for the development of hearing – pronunciation skills. Writing is also often accompanied by speaking aloud, in the process of which hearing skills are given the necessary attention. Acquaintance with

the phonetic phenomenon occurs through visual, somewhat exaggerated demonstration of its features in sound text. Phonetic Presentation Sequence material is dictated by his needs for communication. Therefore, from the first steps sometimes you have to introduce sounds that are the most difficult, not having an analogue in their native language (the sound [ð] is found in the very first lessons, as it is necessary for pronouncing the article). In teaching pronunciation, the analytical-imitative approach. Given that the unit of instruction is a phrase, students repeat the example after the teacher or record. If students are not allowed mistakes in pronunciation, they move on to work on the next examples. If the teacher noticed any shortcomings, sounds, subject to special development, are isolated from a coherent whole and explained on the basis of the articulation rule.

Method of communicative tasks (Task-based learning) is a solution to a wide range of communication tasks, proposed by the teacher, solving which, students perform speech and non-verbal actions, come into contact with each other, with a group of students or with the teacher, trying to find the right ways to solve the set communicative task. In this case, not only speech, but also physical actions, gestures, facial expressions, etc. Learning programs, compiled in accordance with this method, are a set of communicative tasks and do not involve the selection and organization subject to assimilation of language material. The question is how much is necessary and in what form can the management of educational activities of students when using the method of communicative assignments is debatable. It is assumed that the formation competence in a foreign language requires no systematization of the studied linguistic phenomena, but the creation of conditions in which students are involved with the purpose of solving communication problems. To do this, exclude any purposeful formation of grammatical (linguistic) competence and modeling of speech behavior [12]. It should be noted, that the method of communicative tasks is under development, the process its formation as a method has not yet been completed, which allows you to make clarifications and changes in order to optimize the learning process foreign languages.

Neuro-Linguistic Programming (Neuro-Linguistic Programming) is, on the one hand, an art and a science Personal Development, Skills Study leadership, on the other hand, the direction in the methodology of teaching foreign language that allows you to successfully open and activate backup the possibilities of the individual in the process of immersion in a foreign language and speech space. Neuro-Linguistic Programming (NLP) also affects the way of thinking on which all our achievements depend generally. NLP originated over 30 years ago at the University of Santa Cruz in USA. Its founders were John Grinder, then an assistant Department of Linguistics, and Richard Bandler, student of psychology and mathematical faculties, fond of psychotherapy. Grinder and Bandler in their studies tried to “model” the activity three psychotherapists who had already received international confession. They were Fritz Perls, a talented psychotherapist, founder gestalt therapy, Virginia Satir, a major specialist in the field family therapy, which managed to sort out a number of seemingly intractable problems in interpersonal relationships and Milton Erickson, world famous hypnotherapist, founder modern hypnotherapy.

The goal that Grinder and Bandler set for themselves was to reproduce the communication models used by these outstanding scientists, in order to then use them in their work. The result of this phase of the study was a set of techniques applied to increase the effectiveness of communication, optimize the learning process and for personal improvement. The next significant contribution to the development of NLP was done by Gregory Bateson, a British anthropologist, who also worked extensively in the fields of psychotherapy, cybernetics and biology. NLP is rapidly evolving, offering people a variety of schemes for achieving success and excellence in different areas activities, including education. The NLP method is quite complicated, but its the name is deciphered quite simply. Neuro – testifies about the relation to thinking or sensory perception – to processes, occurring in the nervous system and playing an important role in achieving mutual understanding between people and constituting the core of communicative processes. Programming – indicates the way in which which we organize our thinking in order to ultimately achieve set goals.

The project method was developed by an American educator W. Kilpatrick in the 20s of the twentieth century as a practical implementation concept of instrumentalism J. Dewey. The main goal of the project method is giving students the opportunity to self-purchase knowledge in the process of solving practical problems or problems that require the integration of knowledge from different subject areas. teacher in the project is assigned the role of coordinator, expert, additional source of information.

5 TECHNOLOGY OF FORMATION OF FOREIGN LANGUAGE PHONETIC SKILLS

A major role in the development of communicative competence of students play language skills, on the formation of which is based speech activity. We refer to language skills as lexical, grammatical and phonetic skills. The formation of phonetic skills is indispensable a condition for adequate understanding of the speech message, the accuracy of expression thoughts and performance of language of any communicative function. That's why work on the pronunciation of students begins with the first lessons the initial stage and extends further to the entire school course of study foreign language. For the formation of oral speech, listening skills, writing and reading, one must not only be able to pronounce the corresponding sounds, but also to know how they are connected in words, and then how these words are connected in a sentence. This happens in natural language at the same time, in young children, this process is easy and simple. In conditions of a non-linguistic environment, at a foreign language lesson, staging pronunciation skills should be given considerable attention.

Teaching pronunciation in a comprehensive school is carried out on based on a specially selected minimum. At the same time, usually guided by two main principles. The first of these is the principle of meeting the needs of communication. According to this principle, at least included sounds and intotones that have a meaningful function. Accordingly, the minimum includes all phonemes, but excludes them options, positional and combined. Number of intotones limited to the most

common structural types offers. Intonemes that have an emotionally expressive meaning, are not included in the minimum.

The application of the second – stylistic – principle is manifested in that the object of learning is the complete style of exemplary literary (normative) pronunciation. Various kinds of dialect deviations, as well as incomplete (colloquial) pronunciation style at school are not being studied. Phonetic skills enter automated components in speaking, listening, reading and writing skills, i.e. V receptive and reproductive types of speech activity. Phonetic skills can be divided into two large groups: auditory and rhythmic intonation. Auditory skills, in turn, are divided into auditory (auditory) and actually pronunciation.

Listening skills are phonemic skills. correct pronunciation of all sounds in the speech stream, understanding of all sounds with listening to the speech of others. Auditory or auditory skills involve actions and operations to recognize and distinguish individual phonemes, words, semantic syntagmas, sentences, etc.

Actually pronunciation skills involve the ability correctly articulate sounds and combine them in words, phrases, sentences. The latter also requires the correct stress, pause and intonation. Rhythmic-intonational skills mean skills intonationally and rhythmically correct formulation of speech and, respectively, understanding the speech of others. In teaching pronunciation All analyzers are involved: speech-motor, auditory and visual. Behind the motor speech analyzer fixes the executive function, and behind the auditory – controlling. These parsers are interdependent.

Psychologists say that we hear only those sounds that we can play. As regards the visual analyzer, then, on the one hand, it also participates in the control, on the other side, this analyzer performs the function of a support, since oral communication is accompanied and supplemented by facial expressions, gestures, lip movement and etc.

Thus, auditory and pronunciation skills, existing in inextricable connection, based on strong connections with the visual analyzer. The main difficulty in learning pronunciation is interlingual interference. Starting to learn a foreign language students, even second-graders, have stable skills hearing and pronouncing the sounds

of their native language, they also know basic tones. Interference occurs because hearing skills of the native language are transferred to foreign, i.e. the sounds of a foreign language are likened to the sounds of the native.

The teacher is obliged to predict the occurrence of such errors and, if possible, warn them. Therefore, it is necessary to determine the degree of similarity and differences in phonetic phenomena of foreign and native languages and themes determine the nature of the difficulties that students overcome in mastering the auditory pronunciation skills of the language being studied. Each language has its own special articulation in the process pronunciation: certain position of the tongue, lips, degree tension, general direction of movements during articulation, etc., which is a serious obstacle in mastering a foreign language pronunciation.

In the methodological literature, there are: phonemes that are close in two languages; phonemes that have similarities, but do not completely coincide in two languages; phonemes missing in one of the languages. The degree of difficulty is determined by the belonging of phonemes to one or one of the above groups of phonemes. Phonemes are considered the easiest 1 group, upon mastering which the transfer from the native language and no special work with them is provided. The 2nd group of phonemes is recognized as difficult to master the correct pronunciation skills, because along with transfer there is also an interfering influence of similar, but not coinciding completely phonetic elements. This group needs close attention from the teacher, because mastering them is associated with breaking habitual stereotype, partial restructuring of the articulatory base, introducing into the sound qualities that are uncharacteristic of the native language. Due to the fact that when studying at school it is difficult to achieve an impeccable phonetic design of oral foreign speech, in practice teachers adhered to the idea of approximative learning pronunciation, which consists in the formation listening skills at the level of communicative-sufficient approximation to the norm. Without prejudice to communication in training are allowed phonetic errors, some phonetic errors are not studied difficulties. However, recently psychologists and methodologists pay attention to the fact that the approximate pronunciation students makes it difficult for them to perceive and

understand authentic speech. The most difficult to master in secondary educational institutions considered the last group of phonemes absent in the native language.

So, the content of teaching the pronunciation side of a foreign language speech is made up of a limited number of phonemes and features of their pronunciation in the speech stream, the specifics of the deployment of a foreign language speech, auditory pronunciation and rhythmic intonation skills.

5.1 Approaches to the formation of phonetic skills

In the methodology, there are two main approaches to teaching this aspect of language: articulatory and acoustic. Wide application in various educational institutions today received an approach based on competent combination of both approaches, which is called differentiated.

5.1.1 Articulatory approach

The main theoretical provisions of this approach were developed by linguists I.A. Gruzinskaya and K.M. Kolosov. According to their theory, there are three main typological groups of phonemes: coinciding in both languages; mismatched; partially matching.

The main points of the articulatory approach: start learning a foreign language follows from the production of sounds, and for this it is necessary introductory phonetic course; each sound must be worked out in separately; to ensure the purity of pronunciation, it is necessary to study the work of the organs of articulation during the pronunciation of each sound; the formation of pronunciation and auditory skills goes separately.

From here, the main stages of working with sound were determined:

1. Orientation. Students become familiar with what position should the organs of speech be when pronouncing a sound.
2. Planning. Having understood the essence of the instruction, the trainees should put your organs of speech in the right position.
3. Articulation or the actual pronunciation of sound.
4. Fixing. Having uttered a sound, it is necessary for a while keep the organs of speech in the right position in order to better remember and fix this position.

5. Sound development in the system of phonetic exercises, built taking into account both interlingual and intralingual interference. The studied sound is pronounced in various combinations with other sounds, in words and phrases (in this case, it is considered completely it is not necessary to know the meaning of the spoken words).

The undoubted merit of this approach can be considered the creation systems of phonetic exercises, taking into account possible interference, and also the fact that the formation of phonetic skills was first given to well-deserved attention.

However, this approach also has significant drawbacks, which rightly noted by modern methodists. For example, introductory phonetic courses take unnecessarily much time from beginners, but the purity of the skill is not given. When moving from one sound to another, deautomatization of the skill occurs, which is especially obvious when teaching expressive speech. Teaching pronunciation apart from auditory/auditory skills are also not very effective today, when the purpose of learning is the formation of various components communicative competence. However, this approach has not lost its relevance even today training of future teachers, philologists, linguists.

5.1.2 Acoustic approach In this case, the emphasis is not on conscious assimilation features of articulation, but on the auditory perception of speech and its imitation. Assimilation of sounds does not occur in isolation, but in the speech flow, in speech structures and models. Exercise is based on repetition imitation. The purity of phonetic skill is not given much importance. In the context of short-term foreign language courses, this approach is fully justified. For 1–2 months, a listener of similar courses must master the spoken language in order to be able to survive in the country the language being studied. The intensive method favors the formation auditory skills, which is why there is such a high percentage of listening these lessons. For a general education school in its purest form, this approach not good, because too high error rate.

Differentiated Approach. This approach involves the use of different parsers for formation of all aspects of phonetic skill. Here, as in acoustic approach, much

attention is paid to listening, but not only authentic speech, but also specially adapted, didactic speeches of the teacher and announcers, sound recordings. The possibility is not ruled out explanations of the ways of articulating sounds, however, unlike articulatory approach, this does not necessarily happen with the help of special terms. In this case, preference is given to more accessible and understandable explanations. In this approach, it is proposed to use not only acoustic, but also graphics. Formation of grapheme-phonemic correspondences within this approach, much attention is paid, also as well as the use of transcription.

5.1.3 Features of formation phonetic skills at various stages of learning

The initial stage of learning a foreign language does not mean learning only in primary school. Today there are many different models of schools, and all they start learning a foreign language at different times. It is the initial stage that is the most difficult and responsible. Here, not only the auditory-pronunciation base is formed, but also all other skills and abilities closely related to it. Formation auditory-pronunciation skills include: familiarization with sounds, training students in their pronunciation to form a skill, application of acquired skills in oral speech and in loud reading. Setting sounds, learning vocabulary, grammar are here simultaneously. Acquaintance with the phonetic phenomenon occurs through visual, somewhat exaggerated demonstration of its features in sound text. Phonetic Presentation Sequence material is dictated by his needs for communication. Therefore, from the first steps sometimes you have to introduce sounds that are the most difficult, have no analogue in their native language. For example, already on the third the fourth lesson of the English language, the kids meet with such a phrase, as “This is a...”, and its interrogative form “Is this a...?”. At first the teacher pronounces a speech model or phrase intended for assimilation. For example, “My name is...”. Is he playing with her or is he just translates into their native language so that students understand what is being said. Extremely it is important to realize what and why you are doing, and not just mechanical repetition after the teacher of incomprehensible sounds, words, etc. Then the teacher selects a keyword in the model and only then a sound or sounds.

Thus, the teacher's action model can be represented as follows: context – word is sound. Students go in reverse order: sound – word – context.

When learning English, students should gradually, but fully master the graphic method of fixing sound – transcription – because otherwise they will not be able to get from dictionaries idea of the sound of words. In German, French and Spanish languages, only individual characters are introduced. When getting acquainted with phonetic phenomena, the explanation must necessarily be interspersed with a demonstration of standards that students hear from the teacher or in a sound recording to create conditions, in which students, as it were, “bath” in sounds at the moment when they explain their articulation. Followed by intensive training students in pronunciation, which also occurs on the basis of standards. The training includes two types of exercises: active listening to the sample and conscious imitation, active listening exercises and recognition of sounds, their longitude and brevity and imitation exercises. Active listening (“listening”) is guaranteed by preliminary tasks that help draw attention to the desired sound quality, intoneme; it stimulates the selection of a specific sound from the stream of words, to be digested. By raising a hand or a signal card, the student shows the teacher that he recognized the sound. Active listening exercises are an indispensable part of the exercises in the development of hearing pronunciation skills; they polish the ear and prepare the ground for playback exercises.

The proportion of exercises in reproduction should be significantly higher. These exercises are conscious imitation of the standard, they mobilize all the efforts of students and direct them for quality sound reproduction. Held regularly exercises in conscious imitation help to overcome interlingual and intralingual interference, in particular, the substitution of a foreign sound native speakers. Simple imitation without awareness of the features of a foreign language sound is not effective enough, as students tend to perceive foreign sounds through the prism of the pronunciation base of the native language. Improving the quality of conscious imitation contributes to teacher conducting. At the same time, students should be taught symbolism of gestures so that they can “read” them.

6 TECHNOLOGY OF FORMATION OF FOREIGN LANGUAGE LEXICAL SKILLS

With the help of vocabulary, content is transmitted and perceived side of speech. Vocabulary is the main building material of our speech, Therefore, the role of vocabulary for mastering a foreign language is just as important, as is the role of phonetics and grammar. After all, it is the vocabulary that conveys a direct subject of thought due to its nominative function, since penetrates into all spheres of life, helping to reflect not only the real reality, but also imaginary. In a living act of speech, lexical and grammatical are indissoluble: grammar organizes vocabulary, in as a result of which units of meaning are formed – the basis of any speech activities. In this regard, work on the lexical side of speech in secondary educational institutions are given significant attention.

The main goal of working on vocabulary at school is to form lexical skills. For a course in secondary school students should learn the meaning and forms of lexical units (LU) and be able to use them in various situations of oral and written communication, i.e. master vocabulary skills generated text when speaking and writing and learn to understand lexical units for listening and reading. Word proficiency is the most important prerequisite for speaking, but in the reproductive types of speech activity, knowing only the meaning of a word is not enough; not here a lesser role is played by the possession of word connections and education on them the basis of the phrase.

To know a word means to know its forms, meaning and usage. Talking about the forms of the word, they mean its sound form, without which it is impossible correctly understand the word by ear and adequately pronounce it yourself, as well as graphic form, without which the word will not be recognized when reading and can be written. If the word has any features formation of grammatical forms, then this should also be reported trainees are already at the familiarization stage in order to avoid mistakes in subsequent use of the word. As far as meaning is concerned, English, as in any other language, words can have several values. The volume of polysemantic words in the English language is high, no matter how in one other. It is

important to familiarize students with the most common them. In addition to the meaning of the word, it is necessary to show its connotation, i.e. those associations that this word evokes, its social connotation, which associated with the use of the word. It is at this stage that it is possible the formation of sociolinguistic and sociocultural competencies. For example, the words “notorious” and “famous” have different connotations, their interchangeability is practically impossible, although both words associated with the notion of fame. Speaking about the use of the word, have in mind not only its connotation, but also the direction in the sentence. So, for example, the word “to like” can be used both with infinitives constructions “to like to do something”, and with gerundial “to like doing something”, while its synonym “to enjoy” is used exclusively with gerunds.

There are three components of the content of teaching vocabulary: linguistic, methodological and psychological. Under the lexical unit means a single word, a set phrase, idiom. Their necessary set for solving speech problems, determined by the context of the activities of this age group students, and constitutes the linguistic component of the content of training vocabulary at a particular stage of learning. Methodological component the content of teaching vocabulary includes the necessary explanations, memos and instructions on the use of dictionaries, the form of maintaining individual dictionaries and cards with new vocabulary, about ways of reorganization and systematization of the studied vocabulary. These are the knowledge and skills that allow the student to work on vocabulary independently and independently of external conditions. The psychological component of the content of training vocabulary is associated with the problem of lexical skills and abilities. The work on the accumulation of the dictionary accompanies the entire learning process. At every second lesson there should be an acquaintance with a new portion words and work on its assimilation. Students need to be interested in careful work on the word, to the constant expansion of the vocabulary stock. Specially designed tests allow you to determine the volume student's individual dictionary (thesaurus), see progress in completing the dictionary. The most convincing evidence of ownership vocabulary is the ability to take part in oral communication form and reading. The

efforts expended on the assimilation of words are determined by specific their properties, in particular, coincidence/non-coincidence in the scope of values with native language, belonging to an abstract/concrete concept, to significant / official word, and most importantly – “necessity” for expressions of thoughts.

6.1 Active, passive and potential vocabulary

The vocabulary that a person constantly uses in oral speech communication, i.e. those words that are on the tip of the tongue, as they say English is considered to be an active vocabulary. If the word is not long is used, then it goes into a passive dictionary, i.e. May be recognized in reading and listening, but not used in speech. Borders between them are very mobile, can vary depending on the series conditions. In addition to these well-defined “closed vocabularies” minima, it is also important to develop the potential vocabulary of students. The potential vocabulary is “open” and individual. He arises on the basis of independent semantization by students unlearned vocabulary at the time of reading. Its volume and developing on the basis of this volume, lexical skill is directly dependent on the degree of mastery by each student of active and passive minima [25]. The potential vocabulary is formed: on the basis of words consisting of familiar derivational elements (knowledge of ways word formation and meanings of affixes, compound words), and words, meaning which are displayed by conversion, for example: water – to water, milk – to milk; by understanding international vocabulary. special source potential vocabulary is a language guess, very important component of independent semantization of words. It has a lot random and unconscious. The researchers came up with three sets of clues linguistic guesses: intralingual, interlingual and extralinguistic. An intralingual clue follows from the assignment of a word to a certain grammatical category, revealing its function in the sentence.

Solovova E.N. identifies the six most common ways semantization of lexical units: 1 – use of visualization, 2 – semantization with the help of synonyms / antonyms, 3 – semantization with using well-known methods of word formation, 4 – translation into native language by the teacher, 5 – word search in various dictionaries by students, 6 – guess meanings by context [27; p. 13].

Visualization, as you know, is different: subject, visual, visual action, sound and contextual. The criteria for choosing a certain type of visibility are: accessibility, simplicity and expediency. Using visual clarity (pictures, photographs) must be confident in the unambiguity of interpretation. To semantize the word “building” with using a picture, it should not show a hospital or school. The building in the picture should be a collective image, without individual signs. By using visualization, the teacher must make sure that the proposed picture is clearly visible to all students that it is aesthetically executed. Today the lessons are wide video visualization is used, where action and sound are combined, visibility is objective and situational, where with the help of a freeze frame you can visually highlight that moment, object, expression of feeling that needs to be semanticized.

The choice of semantization technique in each individual case is determined by the nature of the word, the stage of learning and the level of learning of students. Training students in the assimilation of words is realized with the help of exercises that strengthen the semantics of new words and phrases, formed on the basis of semantic compatibility. Rogova G.V. divides everything lexical exercises into two categories aimed at: 1) memorization of a word, its semantics in unity with pronunciation and grammatical forms; 2) the formation of combinations of semantic words character [25; p. 45]. Here is a set of exercises of the first category: (call the objects shown in the picture; choose a word from a series of words, (not) appropriate for the situation; form others with the highlighted word sample suggestions; complete the sentence (or fill in the gaps in a sentence) with suitable words; words are given under the line or given from memory; use in this sentence a synonym for selected word; give the opposite meaning to the sentence, using an antonym instead of the highlighted word; put a question to statement, finding out ... (the question assumes the use of a new words).

A variety of “word games” adjoin these exercises: games with elements of a crossword puzzle such as: who will name more words on the topic ...; teacher gives a definition, students must name the word; are drawn on the board cells, the number of which corresponds to the number of letters in the word, and the first letter is entered,

then the definition is given. For better memorization of words, you can use rhymes, songs containing new words. We should also mobilize special techniques for memorizing words: pronunciation with different volume, rhythmic pronunciation to a familiar tune. Such techniques are successfully used by teachers of intensive methods. The second category of training lexical exercises make exercises in building combinations. Combinations are built according to the laws semantic compatibility in close interaction with grammatical norms (match the words in the columns to get the correct combinations (verbal or attributive character; choose from “scattered” combination words; make common sentences due to definitions to the selected nouns, additions to verbs-predicates (from the data below the line, from memory). Further, for further assimilation of the meaning of words and phrases grammatical training exercises are added, in which grammatical and lexical beginning are combined. Then follow exercises in the application of new lexical units and their combinations in speech. The main type of exercises are various groupings of words, aimed at future statements. Students can use ready-made groupings or independently group words and phrases on the situation (topic), to the image in the picture, to the film, and also correlate words and phrases with the points of the plan (from memory or from available thematic dictionaries). Self-grouping of words is in fact, work on the supports for the future utterance, during which students learn to control the semantics of their statements. This the work is connected with the prepared form of speech. After that, students are offered exercises in an unprepared speech, without external supports. For this, situations are created that motivate statements. The circle closes: students create their own text, aimed at solving communication problems based on the acquired dictionary. Here, the work on the dictionary merges with the development of oral speech.

Work on mastering the passive vocabulary

In connection with reading at the senior stage of simple original texts different functional styles – popular science, public political and artistic – students must master the passive dictionary, i.e. they must develop receptive lexical skills – recognize a word by certain supports in its graph and on the basis of syntactic form and correlate

synchronously with the meaning. All exercises of a training nature should be adequate to reading as process and contribute to the development of some kind of reading mechanism. To verbal stereotypes arose and the auditory-sound- motor image of the word, facilitating automatic recognition of it when reading, these exercises are performed aloud (loud reading and subsequent translation of the new word in various syntagmas and offers. This exercise enriches the meaning of this word. For example: full – a full bottle, a full bus, a full moon, the pail full of water, the hall full of students. We have been waiting for him full hour). All exercises in recognizing new words create prerequisites for solving semantic problems in reading. They are built on selected for reading passive vocabulary minimum, careful practice which is just as necessary as the development of an active vocabulary minimum. In addition, there are exercises at the word level, phrases, sentences and superphrasal unity.

Word level exercises

- Express the same thing with one word (Say in one word).
- Find synonyms/antonyms for this word.
- Select the word with the most common meaning.
- Arrange words according to a certain principle or feature, for example, according to the degree of growing feelings, according to the degree of reliability, etc.
- Determine the word that does not fit this group (Choose the odd word).
- Form as many single-root words as possible.

Phrase Level Exercises

- Compose / select phrases for the proposed words.
- Add/select 3–4 definitions for nouns (for verbs 3-4 adverbs).
- Combine disparate words in such a way that you get idiomatic expressions (proverbs, sayings).
- Match as many as possible to one noun adjectives and verbs.

Exercises at the level of a sentence and superphrasal unity

- Answer questions.

- Pose questions to the highlighted words (write questions, answers to which these words or expressions can be).
- Finish the sentences.
- Combine disparate parts of a sentence into a coherent text.
- Choose a title for the picture.
- Give your definition of the word.
- Comment on the proverb.
- Compare heroes, animals, etc.
- Compose a story with the given words.
- Describe the picture.

7 TECHNOLOGY OF FORMATION OF FOREIGN LANGUAGE GRAMMAR SKILLS

Ability to correctly combine words, change phrases depending on from what you want to say at the moment is one of the most important conditions for the use of language as a means of communication. Mastery grammar of the language being studied is important not only for the formation productive skills in speaking and writing, but also for understanding speech other people while listening and reading. Insufficient level grammatical skills becomes an insurmountable barrier to formation of not only linguistic, but also speech and sociocultural competencies.

With the help of a set of lexical units, it is impossible to accurately convey an idea, since lexical units only name an object or phenomena. Relations between them are reflected in grammatical meanings. Grammar plays an organizing role. grammatically expressed relationship between subject and predicate (subject and predicate), determined and defining action and object, temporary, spatial, causal connections of phenomena, the relationship of the speaker to expressed thought and interlocutor. So the grammar does the function of the building material of speech (oral and written).

The value of studying the grammar of a foreign language is also in that it helps to better understand the grammatical structure of the native language, develops

logical thinking, observation, ability to analysis and generalization, i.e. in the process of its study are implemented developmental, educational and educational goals of learning. The system of stereotypes operates in the cerebral cortex, which dictates the rules for organizing words into a coherent whole. stereotype system determines the existence of an intuitive, unconscious grammar, which every person carries in their native language. When studying foreign language, it is also necessary to launch the mechanism of stereotypy on the basis of the selected grammatical minimum, i.e. create an intuitive grammar, which would contribute to the organization of speech in a foreign language.

At the same time, the following significant differences should be kept in mind conditions of mastering the native and foreign languages, which affect on the approach to teaching the grammar of a foreign language.

1) Mother tongue is the primary vital means communication, the assimilation of which is naturally motivated, since native language is acquired in childhood in parallel with adaptation child to the environment. Foreign language is a secondary means communication, the use of which is not dictated by life necessity; learning a foreign language starts at school the age when the main means of communication – the native language – has already developed, therefore, special efforts are required to evoke the motivation for learning language.

2) The native language is acquired in a natural language environment, from which child without special effort, i.e. involuntarily and in a short time, extracts patterns. Learning a foreign language takes place in learning environment in a foreign environment. There is not enough base here for involuntary detection of patterns. Therefore, when mastering grammar in the school course of a foreign language, special attention should be given to theory and its optimal combination with speech practice, as well as the correlation of arbitrary form of attention with involuntary, i.e. consistent implementation of the principle consciousness.

The principle of consciousness underlies all the methods used when mastering grammar; Each method has its own correlation of theory with practice. Application of "pure" theory without its confirmation by specific facts of the functioning of the

grammatical phenomena, as well as “pure” practice without its comprehension are not accepted in mastery of grammar in the school course of a foreign language.

7.1 Goals and content of teaching the grammar of a foreign language

The main goal of teaching grammar in high school is the formation of students' grammatical skills as one of the most important components of speech skills of speaking, listening, reading and letters [25; p. 56]. Grammar is not an end in itself, it is one of the most important means of language acquisition, an integral component of all types of speech activities. Following I.L. Beam [25; p. 34], in teaching grammar, *two main goals*: firstly, to teach students grammatically correct to formulate their oral-speech statements, while concentrating focus on content; Second, teach students recognize grammatical phenomena in reading and listening, focusing on extracting meaningful information. In the conditions of secondary educational institutions there is no real opportunities for students to master the whole grammatical system of this particular foreign language due to its vastness and difficulties in the formation of grammatical skills. Because grammar skill requires a lot of effort and time needed certain restrictions in the selection of grammatical material.

The grammatical minimum is a set of structures, selected in accordance with certain principles, necessary and sufficient to use the language as a means of communication in given program limits and real conditions for its assimilation. When teaching a foreign language, an active and a passive minimum are distinguished material.

Active material involves working out for use in all types of speech activity, and passive serves for reading and listening comprehension. Usually active grammatical material is studied in primary and secondary schools, and more complex grammatical phenomena classified as a passive minimum – in high school. In the methodological literature, the main principles of selection of the grammatical minimum. When resolving the issue of the selection of the grammatical minimum takes into account the sources and principles selection.

As far as sources of selection are concerned, productive grammar selected from spoken speech or dialogic patterns of printed texts literary-colloquial and artistic styles created native speakers.

The active minimum includes those phenomena that are absolutely necessary for expressive types of speech activities. The generally **accepted principles of selection for active grammatical minimum** are considered:

- 1) the principle of prevalence in oral and written speech;
- 2) the principle of exemplary (the material should serve as a standard for constructions by analogy);
- 3) the principle of excluding synonymous grammatical phenomena (stylistically neutral). Of all grammar synonyms for expressing obligation in French the verb *devoir* is chosen.

The passive grammatical minimum includes grammatical phenomena most commonly used in writing, which students must be understood by listening and reading. The volume of the passive minimum can be greater than the volume of the active minimum. To the main principles of selection grammatical phenomena in the passive minimum include: the principle prevalence in the book-written style of speech; 2) principle ambiguity.

Selected grammar material should be organized functional, i.e. so that grammatical phenomena are combined with lexical in sentences and larger communicative units.

The grammatical minimum includes both singular and general grammatical concepts, which are usually given in the form of a list in study programs in foreign language for elementary, basic and complete secondary schools.

In grammatical phenomena, as is well known, a distinction is made between form and meaning. Each grammatical phenomenon is also characterized by the features of its use. There are three types of grammatical phenomena that can be distinguished in the studied languages:

1. The meaning and use of the grammatical phenomenon coincide in two languages (singular and plural, degrees of comparison adjectives and adverbs, *eng. lang. – the construction of modal verbs with indefinite form of the semantic verb*).

2. The scope of meaning and the limits of the use of this phenomenon in native and foreign languages do not match; they may already be wider than the grammatical correspondences of the native language (Past Indefinite in English and past tense in Ukrainian. From point of view action expressions in the past tense Past Indefinite already the meaning of the past tense in Ukrainian; from point of view expressions of aspect ratios (perfect / imperfect aspect) Past Indefinite has a wider meaning than Ukrainian, since this form can express both perfect and imperfect types).

3. Grammar phenomena are present in one of the languages (foreign or native) and absent in the other. in native or in a foreign language, they are expressed by lexical means (the whole complex gamut meanings of the article, a developed system of temporary forms for expressing precedence of actions, their simultaneity and following, a special temporary form Continuous, indicating the nature of the flow actions, etc.).

7.2 Productive and receptive grammatical skills.

The system of grammar exercises. Requirements for teaching grammar in the light of communicative functional approach are summarized as follows:

1. material for teaching grammar should reflect the natural use of language in communication without artificial examples and contrived situations;

2. in the educational material, formal, semantic and functional aspects so that students can to establish a connection between them in certain contexts;

3. it is advisable to present grammatical material in available volume in order to be able to secure it in new contexts;

4. the introduction of new material must be preceded by repetition previously learned and widely used as a support illustrative visualization, diagrams, tables, etc.;

5. explanations and rules must be concise, precise and simple, adequately reflecting the specifics of grammatical material;

6. to consolidate grammatical phenomena, you should use various types of communication, including pair and group work.

Grammar skills can be components of both expressive (productive) communication skills in speaking and writing, and receptive listening and reading skills. Let us first consider the questions related to learning *productive* grammar skills.

The methodological literature distinguishes the following three stages formation of grammatical skills in productive speech: 1) familiarization and initial consolidation; 2) training; 3) application.

The purpose of the first stage is to create an indicative framework grammatical action for the subsequent formation of a skill in various communication situations. At this stage it is necessary to disclose meaning, formation and use of grammatical structure, ensure control of its understanding and primary consolidation. Familiarization with new grammatical material for productive assimilation more often all carried out in educational and speech situations presented orally or in reading. Communicative orientation of teaching a foreign language language implies a general orientation towards a functional orientation new grammatical structure (today you will learn how to talk about your plans for the future”, etc.).

In the technique, various methods for introducing a new grammar material. There are purely *practical* (lexical) *and theoretical and practical* (grammatical, conscious) methods familiarization with a new grammatical phenomenon. In the first case students, getting acquainted with a new grammatical phenomenon in a speech sample, deriving its meaning from the context (sentence), comprehend it independently (i.e., establish its most significant features) and then, by analogy with the sample, perform grammatical actions imitatively. Most often, this method of orientation is resorted to in the very the beginning of language learning while mastering simple grammatical phenomena. However, it is not recommended to abuse purely practical orientation due to the following reasons: it is difficult to clearly awareness by all students of the mechanism of education and use a grammatical phenomenon that is especially complex in its structure; understanding complex

grammatical phenomena requires a huge the number of examples, for which time is needed, which at school teaching foreign languages is not enough.

The second – *theoretical-practical* – method of introduction grammatical material involves a short, accessible theoretical an explanation of the speech pattern regarding the formation and use of this grammatical phenomenon in a number of cases and comparing it with correlating phenomena of the native language. The advantages of this method are: it creates conditions for comprehension, a more accurate understanding by all students of the ways and scope the use of this phenomenon; to a greater extent than in practice.

Familiarization includes the introduction of grammatical material and his explanation.

When introducing, either a board with a simple note is used context, or a demonstration of a grammatical phenomenon in the text, as well as tables, diagrams, figures. Most often, these tools are used in isolation, but in various combinations with each other. To explain a grammatical phenomenon means: to reveal its formal signs; explain its meaning, i.e. semantic features; explain the function in a speech context; carry out the initial fixing.

The purpose of the first stage of work on a new grammatical students with this phenomenon and theoretical orientation based on assimilation of the rule, but also the primary implementation of grammatical actions in the corresponding exercises. If in practical orientation, this function is performed by imitative, in most cases, substitution, conditional speech exercises according to the model, then with the theoretical-practical method of orientation, the greatest benefit can bring language *analytical exercises* (specify grammatical form to be used in the following Russian sentences when translating them into German/French/English language; determine the meaning of the grammatical form in the given situations; select the appropriate form from multiple data, etc.). methodical The value of such exercises lies in the fact that they contribute to awareness of a new grammatical phenomenon and its meaningful assimilation.

The second stage is to practice the practical use grammar material. Formation of speech grammatical skill involves the development of the ability to relatively accurately reproduce the phenomenon under study in typical for its functioning situations and the development of its flexibility by varying the conditions of communication, requiring adequate grammatical formulation of the utterance. With for this purpose, imitation, substitution, transformational exercises, as well as combination exercises. The purpose of this stage is to give the training grammatical phenomena of speech character. It must be special educational speech that imitates the basic properties of natural, but differing from it in a number of qualities: a certain methodological organization of speech material and the sequence of its introduction into speech, as well as its teaching character. This problem can be solved with using *conditional speech exercises* grammatically directed exercises, the distinguishing feature of which is that, as setting, the speech task of the speaker is used.

It is customary to consider *imitative* exercises in which the student to perform a speech task, finds language forms, lexical units in the teacher's remark (in the speech pattern) and uses them without changing (say you will do the same: I shall go to the Museum on Sunday. I shall go to the museum on Sunday too).

Substitution exercises are characterized by the fact that they there is a substitution of lexical units in the structure of some grammatical form (Share with a friend if you have other intentions: I am going to write a letter to my pen–friend tonight. And I am going to help mother about the house tonight).

Transformational exercises involve a certain transformation of the replica (or part of the replica) of the teacher, the interlocutor, which expressed in a change in word order, person or tense of the verb, number noun, etc.

Combination exercises put students in front of the need to connect activated speech samples with learned earlier. The exercises of this stage should be specially organize so that this model is alternately combined with various other models. The installation itself aims students at combination of different speech samples. For example: “Tell me what you usually what do you do on the weekend and what will

you do next weekend days" or "Tell me about something you didn't do yesterday but did today."

Installations are initially given in Ukrainian, but gradually introduced English equivalents. Exercises are built on learned vocabulary and not should contain additional grammatical difficulties.

The third stage is the application of grammatical material in speech. The transition of skills to skills is provided by exercises in which an activated grammatical phenomenon must be used without linguistic preparation in accordance with speech circumstances. Exercises this stage can be carried out on the material of oral topics, home reading, filmstrips.

Examples of exercises on the use of grammatical material in speeches: prove to your friend that ...; give your opinion about...; listen to the dialogue and say why...; provide examples from your lives proving that...; formulate advice (recommendations) on topics who is going on a hiking trip (for an excursion, vacation, vacation and etc.).

The methodological value of the above exercises lies in that they develop speech activity and independence of students, and also promote motivated participation in communication.

7.3 Control of the formation of grammatical skills carried out in the process of listening to oral statements, i.e. in the activity itself (current control). In accordance with the principle approximations, not every deviation from the norm should be considered an error, reducing the quality of the speech. Should not be corrected in the process grammatical error that does not interfere with understanding speech.

There are various ways to correct grammatical errors. The choice of method of correction depends on many reasons, namely, on whether it is about correcting grammatical errors in speech or writing, in training or creative tasks, with individual or front work, etc.

The most common trends are as follows: can be corrected immediately wrong option to the right one and make sure that the student, who made a mistake, repeated

or wrote the correct version; Can, using various methods, only to draw the attention of the student to the error (underline the mistake in the written work); you can ask a student determine the error yourself and correct or explain it; Can use an element of mutual learning by involving other students in identifying and correcting the mistakes of comrades.

For control, you can use special exercises, for example, filling in blanks, choosing from a number of forms the desired one, correction, to transform one form into another.

The correctness and speed of reaction of students when performing the task indicates the formation of grammatical skills. Majority exercises should be of a test nature, since they are economical in terms of time, are objective in assessment and have a massive character.

A natural means of controlling the formation of foreign language grammar skills are role-playing. In the course of which the attention of students is usually drawn to the content of the game itself, and because the lack of formation of grammatical skills immediately appears. In this regard, role-playing games also perform diagnostic function.

8 TECHNOLOGY FOR THE DEVELOPMENT OF SKILLS AND ABILITIES

LISTENING COMPREHENSION OF FOREIGN SPEECH

8.1 Listening as a goal and means of learning

Listening, along with speaking, provides an opportunity communication in a foreign language. Unlike speaking, listening is receptive type of speech activity. Its main form is internal, unexpressed. And yet listening through the channels feedback affects the act of communication. His reaction (facial expressions, gestures, laughter, remarks) have an immediate effect on the speaker's speech.

Listening is thus a reactive type of speech activities. It can be direct (dialogical communication, listening to oral statements of speakers in the audience) and mediated (listening to radio and television programs).

Since verbal communication is a two-way process, underestimation listening can have an extremely negative impact on language training schoolchildren. Teaching students to understand spoken language is one of the most important learning objectives.

Oral communication consists of speaking and listening, which in the methodology called listening. The terms “listening” and ”listening” are synonymous. Hearing means only acoustic perception scale, and listening is the process of perceiving sounding speech, in addition to hearing, which involves also hearing, understanding and interpreting audible information.

Listening acts as an independent type of speech activities in cases where a person listens: various announcements, radio and television news, various instructions and assignments, lectures, stories of interlocutors, performances of actors, interlocutor on the telephone conversation.

Often, in addition to hearing speech, a person performs other actions: observes, speaks, writes, but in most cases, in order to function properly in a given situation, understand what you hear.

In a lesson, it is almost impossible to form only one speech or language skill. Working with audio texts, at the same time lexical, grammatical, phonetic skills are worked out.

Audio texts provide information for discussion, which, in turn, involves the further development of speaking and writing skills. In that Listening is a learning tool. Listening like learning tool provides students with a new language and speech material, acts as a means of forming skills and skills in all other types of speech activity, contributes to maintaining the achieved level of speech proficiency, forms auditory skills.

Draw a clear line between listening as a goal and difficult as a learning tool, since in real practice these two functions closely intertwined.

8.2 Difficulties in understanding foreign speech by ear and ways to overcome them

Listening is one of the most difficult types of speech activities: it is characterized by one-time presentation; the listener is unable to change anything, cannot adapt the speaker's speech to his level of understanding; there are a number of objective difficulties that impede the understanding of speech from the first times: difficulties due to the conditions of listening; difficulties, due to the individual characteristics of the source of speech; difficulties due to the linguistic features of the perceived material.

The first group of difficulties includes external noise, interference, poor acoustics. Studies have proven that if the source of speech is visible, then the percentage understanding of speech from the ear will be much higher than in his visual absence. Facial expressions, gestures, lip movements and just eye contact contribute to a better understanding of speech. single time and the short duration of the presentation of information requires the listener quick reaction when perceiving the sounding text. The pace set the speaker cannot be controlled by the listener. Fast pace presentation of information always makes it difficult to perceive. Determined that optimal for the listener is such a pace of the audible speech, which matches the pace of his own speaking. However, the pace of speech learning in a foreign language is always very slow, so presentation of audio texts at such a pace is inappropriate. Natural the pace will seem too fast to students and may become an obstacle for understanding. Overcoming this serious listening difficulty can be carried out while maintaining the average rate of natural foreign language speech, but on condition that, in order to facilitate understanding in Initially, there will be pauses between phrases. Such pauses, without distorting the correct intonation pattern of the phrase, without reducing the absolute tempo speech, enable the auditor to eliminate the backlog in the internal pronunciation. Proper use of audio cassettes in the classroom will help prepare listeners for situations of real communication and will remove possible difficulties.

The second group of difficulties includes features of diction, timbre, pauses, articulation disorders (burr, lisp, stuttering), age characteristics, different accents and dialects. Very important, so that trainees have the opportunity to listen to both male and female voices in a foreign language. If they only audit their teacher, then there is a danger that they will not be able to understand purely psychologically. It is also important that students a foreign language had the opportunity to listen to people of different ages.

It is believed that someone who understands children under 5 in a foreign language audits at the level of native speakers. The difficulties of the third group include the use of large the amount of unfamiliar vocabulary, idiomatic expressions, colloquial formulas, special terms, abbreviations. Presence in audio text homophones (son – sun), the use of words in a figurative sense, polysemantic words, internationalisms that have in a foreign language another meaning, the so-called “false friends of the translator” (magazine, complexion) distract the listener from the content, making it difficult understanding. Most researchers believe that it is easier to perceive monologue texts than dialogic ones, and among monologues – much easier plot than descriptive. Knowledge of speech patterns serving specific situations of communication, the most frequent phraseological units and clichés can greatly facilitate the understanding of speech in hearing. The question of the appropriateness of inclusion in texts for listening unfamiliar material is not in doubt, since it is quite obvious that that in the speech of a native speaker, for which we are preparing students, he will definitely meet. It is important to determine at what stage of learning unfamiliar language material should be included, in what quantity and what exactly. Most methodologists believe that at the initial stage the texts should be built on familiar language material, and on the middle and senior stages, audio texts should contain a certain amount of unexplored linguistic material, the presence of which does not interfere with the understanding of the meaning these texts. The number of unfamiliar words can be 3% of all words text. As for the grammatical material, in the texts for listening it is recommended to include those unexplored phenomena about the meaning which can be guessed from the context, as well as forms that match

either with forms of the native language, or with already studied phenomena foreign language.

Qualitatively, unfamiliar words should not be keywords, i.e. words that carry basic information text. Unfamiliar words should be distributed evenly throughout text. However, the teacher should be aware that an unfamiliar word in itself the beginning of the text makes it difficult to understand.

Overcoming the difficulty of understanding a text containing unexplored linguistic material is provided by the formation of the ability to guess about the meaning of new words, as well as the ability to understand the meaning of the phrase and text in as a whole, despite the presence of unfamiliar elements in it.

Speaking about the difficulties of linguistic form, one should also mention the length offers. It is known that the amount of short-term memory in which the phrase is preserved until its end, is small: it is limited to $7 + 2$ units. In the event that the length of the sentence exceeds the volume short-term memory, the listener forgets the beginning of the phrase and cannot synthesize its meaning. It is found that the maximum number of words in a phrase perceived by ear, reaches 13. But for students who not yet sufficiently mastered a foreign language, the amount of memory much less, it is limited to 5-6 words. However, in the process training should increase the number of words in the phrase, so that by the end learning to bring it to 10-12 words. It should also be noted that not only the length of the phrase affects its retention in memory, but also its depth.

Simple sentences are easier to remember, worse – complex ones. Among complex sentences are most difficult to perceive by ear adjectives. Therefore, at the beginning of training in texts it is recommended to use mostly short simple sentences, short complex sentences with additional and adverbial clauses. Then gradually follows increase the number of subordinate clauses and diversify them.

A special group is the difficulties associated with mastering sociolinguistic and sociocultural competence. Absence knowledge of the norms of using the language in accordance with the situation, lack of knowledge situational options for expressing the same intention, ignorance of the rules and social norms of behavior of native

speakers, traditions, history, culture can make it difficult to interpret speech behavior partner, understanding the information perceived by ear.

During listening, the listener performs a complex perceptual mnemonic activity and mental operations of analysis, synthesis, deduction, induction, comparison, opposition, abstraction, specification, etc. Auditing success is defined as both objective and subjective factors. Objective factors are made up of the features of the presented text and the conditions in which his perception proceeds. Subjective factors are determined characteristics of the psyche of the listener and the level of his training.

All the listening difficulties discussed can be overcome with the help of the correct selection of texts and methodologically expedient organization of students' activities on their basis.

8.3 Auditing mechanisms

When selecting a text for listening, its linguistic features, content characteristics and compositional peculiarities. When assessing the mental characteristics of the trainee before. In total, his speech hearing, attention and memory, the ability to speech guess and probabilistic forecasting, the level of development inner speech. There are four main *listening mechanisms: speech hearing, memory, probabilistic forecasting, articulation mechanism*. *Speech hearing* is one of the most important among them and is one of the main conditions for successful teaching foreign languages. It provides the perception of oral speech, dividing it into semantic syntagmas, phrases, words. Thereby mechanism is the recognition of familiar images in the flow of speech. Most intensive development of speech hearing occurs up to 8 years. In the older age, speech hearing continues to improve, but a sharp jump development is no longer observed. There were individual differences in speech hearing of children of this age and some advantage of girls in front of the boys.

But good speech hearing is not enough to understand oral speech. The recognized unit must be kept in mind, compared with the standard values, remember for further operations with it. Hence, memory is the next important mechanism for listening.

During this time, there is a selection of what is essential for a person in this moment. Working memory is short-term memory capable of retaining information much longer than within 10 seconds. RAM works most efficiently when the presence of a setting for memorization. Knowledge of a particular context can greatly facilitate the process of listening to speech, and the presence of a speech task – to ensure better memorization of information.

Probabilistic forecasting is the generation of hypotheses, anticipation of events. Context, compensatory skills that allow you to understand speech in conditions of interference, reticence, lack of attention – all this is closely related to the mechanism of probabilistic forecasting. In the methodology, structural and semantic forecasting. Words do not exist in isolation, but included in a complex system of lexical-semantic relations. Exactly these relationships determine the nature of forecasting. Semantic prediction is determined by knowledge of the context and possible situations, which, in turn, involve the use of certain structures, cliches, speech formulas. Linguistic forecasting determined by the fact that each word has a certain spectrum compatibility. The appearance of each new word significantly limits the possibility of using other words. The greater the amount of semantic fields, the stronger the lexical and grammatical skills, the better a person knows typical speech situations and owns speech models, the easier it is for him to recognize them by ear. listening and speaking, reading and writing, vocabulary and grammar are inseparable in real communication, especially at the lesson. Linguistic forecasting is supported by semantic and vice versa.

The essence of the mechanism of *articulation* is that, as noted psychologists, during listening, internal pronunciation of speech occurs, those. articulation. The clearer the pronunciation, the higher the level listening.

8.4 Purposes and content of listening training

In the modern program in foreign languages as the main *goal* of teaching listening is the development of students ability to understand by ear: foreign speech, built on program material with the assumption of a certain amount of unfamiliar

vocabulary in terms of direct communication in various situations communication; educational and authentic audio texts with varying degrees and depth of penetration into their content within the framework of program requirements (basic information (global understanding); required information (selective understanding); complete information (detailed understanding)).

In *global* listening, the listener is usually interested in only the general content of the information, its main theme. In the texts, reporting some events, the listener is interested to know that happened, where, when, who is involved in the event. At the same time, attention refers only to what is understood. Global listening is only a general, primary orientation in audio text. Sometimes global audition not enough, because the listener may be interested in some details, details, e.g. names, quantitative data. In that case, they use *detailed* (studying) listening. However, in order to understand the details, it is necessary first to understand the general content of the text.

Thus, detailed and global auditing proceed at the same time, which makes it difficult to understand in detail. For educational purposes it is necessary to separate these processes from each other: at the first listening should be a global understanding, with the second – detailed. This type of listening is convenient in dialogue, discussion, and lectures.

Most often, in an audio text, we are interested in some specific information. Listening to the weather forecast, we are not interested in the forecast weather in general, but for a particular region. This kind of listening called *selective*.

The content of listening education includes *linguistic* (including linguocultural and sociocultural) *component*, i.e. language and speech material, country studies, linguistic and regional studies and sociocultural knowledge; *psychological component* representing are psychophysiological mechanisms and actions for their use in the process of listening, communication skills and abilities; *methodological component* – a set of training and compensatory (adaptive) skills, which, together with speech skills, make up audio text comprehension strategy.

The psychological component of the content of teaching listening is first, actions that ensure the functioning of the mechanisms listening, as well as actions with a specific language and speech material that, through exercise, turns into skills and skills. The main listening skills are: six skills: to separate the main from the secondary; determine the topic messages; divide the text into semantic pieces; set logical communications; highlight the main idea; perceive messages in a certain tempo, a certain duration, to the end without gaps.

General educational and compensatory skills, components methodological component of the content of teaching listening, include the ability to take notes during listening, use supports, circumvent difficulties, and use information that precedes listening (pictures, plan, keywords), as well as relying on your own life experience, on knowledge of the subject of the message. All these skills complex. They are based on the synchronous operation of many mechanisms and on the structure of listening as a type of speech activity.

Listening includes the following **listening skills**, integration of which ensures mastery of this type of speech activities: hearing-pronunciation skills, that is, brought to automatism the ability of error-free, fast, stable simultaneous perception and recognition of the phonetic code; receptive lexical and grammatical skills.

Distinguish between **communicative and educational listening**. In progress learning listening is the formation of speech hearing and skills recognition of lexical and grammatical material and skills of understanding and listening assessments. Communicative listening is the goal learning and is a complex speech ability to understand speech in hearing when it is played once.

An important condition in the formation of listening is **motivation**. If the listener feels the need to listen, this leads to maximum mobilization of his mental potential: aggravated speech hearing and even the sensitivity of the sense organs, more attention becomes focused, intensity increases thought processes.

To create motivation for learning a foreign language and, in particular, the need for listening as a knowledge of the new about the language and the world, as active participation in communication, the right choice is important audio texts. Too

difficult texts can cause frustration students, to deprive them of faith in success. Too light audio texts also undesirable. No moment of coping makes the job work uninteresting and unattractive, and it cannot be educational factor in the process of learning a foreign language. Correct is important the choice of the topic of the audio text from the point of view of the interests of schoolchildren of one or a different age group.

Depending on the specific educational tasks and based on completeness of understanding of information, *two types of listening* are distinguished: listening with full comprehension and listening with comprehension the main content of the text.

1) Texts for listening with full understanding do not include unfamiliar. Vocabulary and expressions that could interfere with perception. Some new words if they occur in the text, they should be easily understood by the students. To they include internationalisms, words consisting of well-known elements, or words, the meaning of which is easily deduced from the context.

2) When listening to the text with an understanding of the main content. The student should strive to understand the text as a whole, even if it contains a certain percentage of unfamiliar words and expressions. Unfamiliar elements should not be key in the text, so that the listener can perceive the main information, not focusing on the details. To successfully master both types of listening, the student must be able to use formulas for questioning, suggesting clarification or clarification information provided by ear.

At the early stage, the focus is on developing skills fully understand text based on familiar material. On this stage, the psychological mechanism of semantic perception is formed on hearing and the ability to achieve understanding by verbal means. On the middle stage, both types of listening are practiced – listening with full understanding and listening of the main content. Home the task of teaching listening at the senior stage (grades 9-11) is the improvement of previously formed skills and, according to necessary, their correction. Listening at this stage should successfully carried out with a single presentation of an audio message.

The correct tempo of speech messages determines not only the speed and accuracy of their understanding, but also the efficiency of memorization.

There is a speed limit for the presentation of speech messages, excess or underestimation of which leads to a sharp drop activity and a noticeable decrease in the level of understanding, fatigue, decrease in emotional tone. In training, it is desirable to proceed from natural rate of speech, which will be different for different languages.

English and Americans who speak the same language use it in different pace. The English pronounce 220 syllables per minute, and Americans – only 150-170. Thus, from the very beginning listening comprehension in a foreign language, the rate of speech should be normal. In a poorly prepared class, you can give information in portions, increasing the duration of pauses between syntagmas, sentences, paragraphs for understanding the content.

You can increase the time to remove difficulties before perception text. The length of the message must not exceed 1.5-3 minutes, since according to psychologists, fatigue during in listening occurs much earlier than in visual perception.

The understanding of the text is influenced by its semantic organization. The story must be built in such a way that the main idea stands out easily, and the details adjoin her. Moreover, if the main idea is expressed at the beginning of the message, it understood by 100%, at the end of the message – by 70%, in the middle – by 40%.

At all stages, the teacher's speech should be an example for communication. in a foreign language. The student must be sure of his ability to understand foreign language speech in each lesson. This develops in him the desire to communicate in the language, serves as an important an incentive to increase motivation to study a foreign language.

8.5 The system of exercises for the development of skills and abilities listening

Listening training and skill development involves a phased the formation of receptive auditory skills when working with phonetic, lexical and grammatical material, i.e. skills recognition and understanding of words, phrases, grammar

registration of lexical units of different levels in phrases, sentences in connected texts. Auditory skill – understanding the coherent text.

Most methodologists subdivide auditory exercises into **preparatory and speech**. Preparatory aimed at overcoming individual difficulties of listening and on the formation of its mechanisms. Speech is a controlled speech activities as they provide listening practice on based on the complex overcoming of auditory difficulties, suggest semantic perception of a speech work under conditions approaching natural communication and realization communicative function of audio activity, aimed at improvement of the process of semantic perception and to achieve a certain level of understanding.

Preparatory exercises some methodologists called orienting, preparing for implementation the actual audition. These are exercises in perception and recognition. Sounds, sound combinations, words, phrases, intonation patterns phrases, grammatical forms of the word. Exercise examples:

- Listen to the words and raise your hand (or signal card) if the word has a long/short/deaf/voiced sound;
- Listen to the sentences and raise your hand when you hear interrogative sentence;
- Listen to the sentences and choose the ones that match picture;
- Listen to the verbs and name those that are used in simple past tense.

A special place is occupied by the exercise in the repetition of expanding syntagm (“snowball”).

Among the preparatory exercises, exercises for the development of the mechanism are important probabilistic forecasting: Listen to the beginning of the words and complete their; Listen to the beginning of the phrases and complete them; Listen words to the audio text and name its topic; Listen to the title and say what will be discussed in the audio text.

It should be noted that the division of exercises in accordance with formed by mechanisms conditionally, since listening is a single, spontaneous process in which students carry out all actions of semantic processing of information. In general,

preparatory exercises are based on the analytics realized by the students' synthetic activity, as a result of which listening mechanisms are formed and developed.

Speech exercises are often called exercises in the proper listening, which are performed at the level of completed speech whole, i.e. extended text:

- Listen and understand who or what is meant;
- Title what you heard;
- Break the audio text into semantic pieces;
- Write down the main content in the form of keywords;
- Convey content in your native language.

The choice of one or another speech exercise depends on the type listening (global, selective, detailed).

8.6 Methods of working with audio text

For effective listening training, the choice of audio text is important. There are a number of requirements for listening texts: value, interesting plot, information content, significance and reliability of the stated facts, compliance with the age level student development and specific learning objectives at different stages, text authenticity.

For elementary school, the most relevant may be: texts like children's songs, poems, fairy tales, stories, personal letter to television studio, cartoons, and for secondary school students (grades 5-9) – along with the above, announcements of the announcer at the airport, at the station, weather forecast, as well as teenage TV shows, videos.

It is recommended to divide the work on the text into three stages:

1. before listening,
2. while listening,
3. after listening.

Pre-text stage. Pre-instruction creates motivational and organizational setting, mobilizes for active work. It includes the formulation of the task, explains the ways of its performance, orients in difficulties, sometimes indicates the form of verification understanding. The degree of motivation depends on the initial installation listeners,

and, consequently, the percentage of assimilation of the content. Apart from strengthening motivation and formulating an attitude to the primary listening, the teacher must remove the possible difficulties.

A motivational mindset shows students what to focus on attention to what difficulties will arise and how to organize in connection with them my job. The teacher's task is to arouse interest with motivational attitude schoolchildren for the upcoming form of work.

The most typical settings-tasks for this stage of working with text:

1. Discussion of questions/statements before listening.
2. Guessing by title/new words/illustrations.
3. A summary of the main topic by the teacher, an introduction to text issues.

The stage of actually listening to the text. In the formation of skills there may be several auditions, and it is important not to lose motivation. The novelty of tasks will help in this:

1. listen to the text and fill in the missing words in offers;
2. listen to the text and say which of the proposed phrases were used in it without any changes;
3. listen to the text and say what definitions to next words in it met;
4. complete the following sentences;
5. listen to the text and say that it said something;
6. listen to the text and find the Russian/English equivalent of the words in a parallel column.

Post-text stage. After listening to the text and doing a series of exercises to it, you can continue to use it to develop oral and written speech. Comprehension control can be carried out as foreign language, and in the native; traditional way or with tests.

Criteria for assessing understanding of the content of the message heard depend primarily on how the listener managed to realize communicative intention, installation.

The listener's attitude may be related to understanding the basic and personal-significant information, obtaining information representing value for practical

activities or for communication in a team. In this regard, tasks to test understanding of the text can be three types:

- tasks for understanding the content of the listened;
- tasks for creative processing of perceived information;
- tasks for using the information received in communication and other types of activities.

Control should also be included in the program of actions with audio text. Before listening, students should be told how the result of understanding will be checked: should they, after perception text to answer questions, complete a multiple choice test, or close test, make a plan for the text or put things in order in the proposed plan, write out key words or enter them in the proposed table, classifying them according to the perceived information. Palette tasks to control understanding is very diverse.

The main criterion for choosing one or another control task is the goal of working with audio text and type of listening (global, selective, detailed). Examples of tasks for control of understanding after listening:

- Confirm or refute statements;
- Pick up illustrations for the text;
- Arrange the points of the plan;
- Mark the route plan on the map;
- Perform a multiple-choice test (out of 3-4 statements – one correct, the rest-distractors – distracting);
- Perform a recovery test (students listen to the text twice).

The second time the text is presented with gaps with predetermined intervals, for example, every 7th word. The task of the students is to write missing words in order);

- Perform an alternative test (yes – no, "+", "-");
- Select the title of the text from several proposed options;
- Determine the number of semantic parts;
- Depict heard in the form of a picture.

Sometimes after completing the test task, you can offer students to mutually exchange notebooks, check each other's words on key and evaluate the correctness of the tasks.

9 TECHNOLOGY FOR THE DEVELOPMENT OF READING SKILLS AND ABILITIES IN A FOREIGN LANGUAGE

Reading is the most popular type of speech activity in secondary schools, educational institutions. Reading skills can actually be used in Everyday life. They form faster and easier than skills speaking, writing and listening.

Reading is a receptive type of speech activity aimed at perception and understanding of the written text [12]. When reading occurs understanding and evaluating the information contained in the text.

Reading in the history of mankind arose later than oral speech and on its basis. It has become an autonomous means of communication and knowledge. Complex integrated reading comprehension does not mean simple decoding information graphically recorded in the text, and implies an active mental activity of a person, including imagination, emotions, existing experience and knowledge. Active the role of the reader with his unique personality contributes to recreating the meaning of what is read, determines the personal interpretation content. The idea of reading as a process of text interaction and the reader are distinguished by the modern direction in the study of reading, so called interactive reading.

The reading process involves analysis, synthesis, generalization, conclusion and forecasting. The following analyzers are involved in reading: visual (main), speech motor and auditory (auxiliary).

Everything that happens next is perfection this original skill by including private skills in it, associated both with the perception of the graphic side of texts, and with their understanding.

Reading acts as *an independent type of speech activity* in the case when we read in order to obtain the necessary information from the text. Thus, the task of teaching reading as an independent type of speech activity is: to teach students to

extract information from the text to the extent that necessary to solve a specific speech task, using certain reading technologies.

Reading can also act as a *means of forming* and controlling related speech skills and language skills, because:

- the use of reading allows students to optimize the process assimilation of language and speech material;
- communication-oriented tasks to control vocabulary and grammar, listening, writing and speaking presuppose the ability read and build on written texts and instructions;
- exercises for the formation and development of all language and speech skills and abilities are also built based on text and written settings for exercises and tasks.

9.1 Formation of reading technique

At the heart of any speech skill are certain skills – actions that a person performs automatically, without thinking about how and what he does. The reading process is based on the technical side, i.e. on *skills* that are automated visual speech-auditory connections of linguistic phenomena with their meaning, based on which is the recognition and understanding of written characters and written text as a whole and, therefore, the implementation communicative reading skills. *Reading skills* include knowledge of various technologies for extracting information from text, their appropriate use depending on the task at hand. At the core these skills are the *technique of reading*. Since skills are primary, and skills secondary, it is clear that at the initial stage of learning to read it is necessary develop reading skills.

The methodology distinguishes **two forms of reading**: to oneself (internal reading) and aloud (external reading). Silent reading – the main form of reading – has the purpose of extracting information, it is “monologue”, performed alone with yourself. Reading aloud is a secondary form, it is “dialogical”, its purpose mainly in the transfer of information to another person.

At the initial stage, reading aloud is preferable to reading about myself. Reading aloud provides not only consistent formation skills, but also a sufficient degree of self- and mutual control.

At the middle stage, reading aloud cannot yet be ignored, since there is a consolidation of the skill and without constant control it can be very slide quickly. However, at the middle stage of learning, the accents are already are shifting towards the development of reading technologies. Reading more and more acts as an independent type of speech activity, but reading aloud replaced by reading to yourself.

At the senior stage, reading becomes one of the main sources receiving information, the emphasis shifts towards active independent work, but this does not mean that reading aloud completely disappears. At this stage, you can use reading aloud to formation of cause-and-effect relationships, logic, argumentation, for what you need to ask to read passages or sentences from the text. In addition, the correction of reading skills is needed at the senior stage.

There are the following parameters for **assessing reading technique:**

- rate of reading (a certain number of words per minute);
- compliance with the norms of stress (semantic, logical, do not hit service words);
- compliance with the norms of pause;
- use of the correct models of intonation;
- Comprehension of the read text.

The following contribute to the formation of the technique of reading aloud exercises:

1) to strengthen grapheme-phoneme connections:

- name of letters,
- finding given letters in the alphabet,
- naming letters in a particular word,
- definition of letters and sounds in a word,
- grouping of words according to a certain sound, letter,
- description – recording – reading words in accordance with certain signs,

2) to correlate the form with the meaning:

- finding single-root words,

- finding adjectives in a comparative degree in a number of words, finding verbs in the past tense, etc.,

3) on the development of linguistic conjecture:

- finding words-internationalisms,
- translation of words according to their structure,

4) for the development of probabilistic forecasting:

- restoration of words in parts,
- choice of a noun to these adjectives,
- fill in the gaps with articles, prepositions,

5) grouping words into a semantic whole:

- reading by syntagma
- being in a number of phrases denoting time, place

6) for practicing intonation:

- reading after the announcer,
- expressive reading,
- reading with intonation markings.

For the development of reading technique at the initial stage can be used the following exercises:

- reading aloud learned by heart proverbs, sayings, tongue twisters, poems, small dialogues;
- finding in a series consisting of 6-8 examples, a word that differs by spelling (inappropriate for the topic, rhyming with one of given samples, etc.);
- drawing up words and sentences using a split alphabet topic being studied;
- filling in gaps with missing letters;
- finding in each row a word that contains the specified sound;
- combining the words of the text into thematic groups;
- presence in the text and written fixation of synonyms/antonyms;
- filling in the gaps in the sentence/text with appropriate ones words;
- selection of Ukrainian equivalents for words in a foreign language;
- reading the text at the set time;

- repetition after the teacher of the text on sentences;
- finding in the text of a sentence that contains the answer to teacher's question
- addition of the specified offers;
- finding the end of each sentence from the given samples, etc.

Actually, reading begins with reading longer story texts. In addition to the formation of reading technique at the initial stage, various reading technologies are already beginning to take shape, compensatory skills, independent work skills. At this stage you can already learn:

- ignoring the unknown, if it does not interfere with the execution the assigned task;
- work with the dictionary;
- use of footnotes and comments offered in the text;
- interpretation and transformation of the text.

9.2 Types of reading

The **types of reading** are usually understood as a set of operations due to the purpose of reading and characterized by a specific combination of techniques semantic and perceptual processing of the material perceived visually.

Depending on communication needs and degree penetration into the content of the text in the domestic methodology distinguish the following types of reading:

- analytical;
- studying;
- introductory;
- viewing;
- search engine [27].

Since browsing and search in many characteristics coincide, in the practice of teaching them, as a rule, they are taken as one type, calling search-browsing.

G. V. Rogova distinguishes three types of reading: studying, introductory and viewing [25; p. 23]. Professor E. I. Passov believes that these are just different purpose of using reading [20; p. 34]. There is also an opinion that one should not

single out too many types of informative reading and enough distinguish between studying and searching reading.

In the foreign English-language methodology, there are also several types or skills of reading:

- skimming – skimming (determining the main themes/ideas of the text);
- scanning – to look closely, study (search for a specific information in the text)
- reading for detail (a detailed understanding of the text is not only at the level content, but also meaning).

For effective reading in a foreign language, it is necessary build **skills**:

- ignore the unknown if it does not interfere with the execution the assigned task;
- isolate semantic information;
- read by keywords;
- work with a dictionary;
- use footnotes and comments offered in the text;
- interpret and transform the text.

The practical component of *the goal of learning to read* as mediated form of communication in a foreign language involves the development of students ability to read texts with different levels of understanding contained in it information:

- with understanding of the main content (introductory reading);
- with full understanding of the content (learning reading);
- with the extraction of the necessary, significant information (search- viewing reading).

Reading is attentive reading, insight into meaning through text analysis. Learning Reading is, first of all, an independent goal of teaching reading (since in life, the reader can often find himself in a position where he needs an accurate information), especially, for example, when reading scientific and technical texts.

Learning reading is at the same time a means of teaching reading, so as it represents the most expanded form of reading. It usually practiced on small texts of a

certain degree difficulties, since the main task is the qualitative side of reading, completeness and accuracy of understanding.

In *introductory reading*, the goal is to extract the main information (approximately 70%), while relying on recreating the imagination of the reader, thanks to which the meaning is partially replenished text. For introductory reading, large texts are selected and then linguistic redundancy comes into play. Skills acquired during studying reading are used in introductory reading.

As a result of viewing reading, the reader receives the most general idea of the content-semantic plan of the text: what is it about speech. In the natural process of communication, this kind of reading performs important role: from a large mass of printed information, choose exactly the one that which is needed and exclude the optional and secondary. To viewing reading is used in the professional and domestic spheres life, for example, when reading newspapers. This type of reading involves a high level of formation of reading skills, developed ability to reasonable anticipation by mean linguistic and non-linguistic means, greater speed of perception. The predominant type of reading is introductory reading. Studying and viewing reading occupy a subordinate place in the system learning to read.

9.3 Text handling system

When working with any text, there are three main *stages of work*: pre-textual, textual and post-textual. The post-textual stage will be present only when the text is used not so much as a means of forming reading skills, but for the development of productive skills in oral or written speech.

Pre-textual stage. Goal:

- Identify/formulate a speech task for the first reading.
- Create the necessary level of motivation among students.
- Reduce language and speech difficulties as much as possible.

Exercises and tasks.

1. Work with the title.

You can use the title to ask students to identify:

- the subject of the text;

- a list of issues raised;
- keywords and phrases.

2. Use of associations associated with the author's name.

- What genre can this text supposedly belong to?
- Who, in your opinion, will be the main character (profession, nationality)?
- Where and at what time can the action take place?

3. Formulate assumptions about the subject of the text based on the available illustrations.

4. Get acquainted with new vocabulary and determine the subject / problems of the text based on linguistic guesswork.

5. Review the text/first paragraph and determine what the text is about.

6. Read the questions/statements on the text and determine its topics and problems.

7. Try to answer the proposed questions before reading the text.

Text stage. Goal:

- Monitor the degree of formation of various language skills and speech skills.
- Continue to develop relevant skills and abilities.

Exercises and tasks.

1. Find/select/read/connect/paste:

- Answers to the proposed questions;
- Confirmation of the correctness / falsity of statements;
- A suitable heading for each paragraph.
- A suitable sentence omitted from the text.
- A description of someone's appearance/location/attitude.

2. Guess:

- the meaning of the word or words in context;
- Which of the proposed translations/which definition of the word most accurately reflects its meaning in this context;
- How events will unfold in the second chapter/next part of the text.

Post-text stage. Purpose:

- Use the situation of the text as a linguistic/speech/content support for the development of oral and written skills.

Exercises and tasks.

1. Refute or agree with the statements.
2. Prove that...
3. Characterize....
4. Say which of the following statements most accurately conveys the main idea of the text. Justify your answer.
5. Say which of these expressions the author would disagree with.
6. Make an outline of the text, highlighting its main thoughts.
7. Take the situation of the text as a basis, write your own text in a different genre.

9.4 Monitoring the formation of reading skills and abilities

When determining the level of formation of the ability to read texts in a foreign language, the assessment is carried out based on the results of tasks for search, introductory or studying reading.

At the initial stage of training, the following are checked: recognition and naming of letters; correlation of letters and letter combinations with sounds; voicing words, phrases, sentences; division of sentences into rhythmic groups, intonation; complete and accurate comprehension of texts (for learning reading); understanding of the general content of the texts (for introductory and exploratory reading); Correct, reversed reading aloud.

To test comprehension at advanced stages (middle and senior), different exercises are used for different types of reading.

Introductory reading is supervised through the following exercises: predict content from the title and illustrations; ask questions to the basic information and answer them; choose a title that is adequate to the content of the text; divide the text into semantic parts and title them; make extracts of basic information.

To check the learning reading, the following exercises are used: draw up a detailed plan (summary, conclusions, commentary); name the statements that need to

be confirmed or denied; pose questions to the entire text; perform a selective or fully adequate translation of the text.

Historical reading is checked with the help of the following exercises: list basic data/facts; raise questions about the most essential information; make an assessment/review of the entire text/fragment; compare two texts on a similar topic (by similarities and differences); interpret the author's communicative task; make an abstract / abstract; make a selective translation.

At the profile-oriented stage, texts on the future specialty should be involved in control. To the above-mentioned exercises for different types of reading, exercises should be added: prepare oral abstracts / reviews on one / two texts; make a description of the actors; compare the socio-cultural information of the text with the culture of your country; select the necessary information from the journal (reference literature) on the profile of the specialty and interpret it; name orally/in writing the idea/problem set forth in the article/brochure, draw conclusions; group and systematize information from two or three texts in accordance with the task.

In reading, the object of verification should be what is the purpose of teaching these types of speech activity. In addition, the ultimate goal is to extract information in a certain amount and a certain situation.

Therefore, when compiling a control task, it is necessary to determine, first, for yourself, what type of reading will be the object of control: whether it will be a task for a general understanding of textual information, requested / necessary information, a complete understanding of what has been heard / read. The examiner must understand that it is impossible to check several types of reading at the same time on the material of one text.

Accordingly, the leading role in mastering reading in a foreign language is played by the formation of the ability to extract from the text the maximum possible supports for understanding – factual, logical, linguistic, contextual. The most specific for a foreign language are the substantive supports of the regional plan, lexical supports that form a potential stock, and grammatical supports that determine the connections of words within a sentence.

The ability to use different reading strategies is also an essential object of control. Overcoming the tendency that has developed in the long-term practice of the school to teach an equally complete discursive understanding of any text (i.e., resorting to the analysis of individual points and translation in case of difficulties) can be achieved precisely with the help of an appropriate organization of final control aimed at testing the ability to choose an approach to a particular text depending on its characteristics and the needs of the reader.

10 TECHNOLOGY OF TEACHING FOREIGN LANGUAGE SPEAKING

10.1 Speaking as a type of speech activity

Speaking is a productive (expressive) type of speech activity, through which, together with listening, oral and speech communication is carried out.

The purpose of speaking education is to develop students' ability to carry out oral speech communication in a variety of socially determined situations. This means that after graduating from any type of school, the student must be able to:

- communicate in conditions of direct communication, understand and respond (verbally and non-verbally) to the oral statements of the communication partner within the spheres, topics and situations indicated by the program for each type of educational institution;

- coherently speak about yourself and the world around you, about what you read, saw, heard, while expressing your attitude to the perceived information or the subject of the statement.

The content of speaking is the expression of thoughts, the transmission of information orally. Speaking as a type of speech activity is characterized by the following important parameters:

- † motive – the need or need to speak;
- purpose and functions – the nature of the impact on the partner, the way of self-expression;
- subject – your own or someone else's thought;
- Structure – actions and operations;

- mechanics – comprehension, pre-creation, combination;
- means – language and speech material;
- speech product – types of dialogs, monologologic utterances;
- conditions – speech situations;
- presence or absence of supports.

The basis of speaking is productive pronunciation, rhythmic-intonation and lexical-grammatical skills. Foreign-language speaking as a complex integrated skill is distinguished by motivation, activity and independence of the speaker, purposefulness, connection with thinking, situational conditioning, and heuristics. According to the greater or lesser role of self-sufficiency in the programming of oral utterances, initiative (active), active (response), and reproductive speech are distinguished.

Speaking can take place in a dialogical or monologue form, or in a complex interweaving of a dialogue and a monologue. Each of these forms has psychological and linguistic features, which must be taken into account when teaching speaking. This is due to the fact that the formation of the skills of monologue and dialogical speech presupposes a differentiated organization of the material and various methods of working with it.

Speaking can act as a means of forming related speech and language skills and as an independent learning goal. In the lesson, the teacher tries to solve one main problem, the rest are concomitant. Hence the definition of the types of lessons as lessons of forming lexical or grammatical skills, lessons in the development of a particular type of RD, lessons of familiarization, training, control, etc.

Speech in such lessons acts as a means of communication. However, speaking skills are not formed by themselves. For their formation, it is necessary to use special exercises and tasks, which means that there are lessons aimed at developing speaking skills.

To teach speaking begins with the basics, i.e. with the formation of pronunciation skills, the formation of lexical and grammatical skills, listening skills. At the initial stage of training, it is impossible to separate the process of forming

these skills. The teacher introduces the students to the new structure. This involves learning new words and sounds. Students listen to this structure and repeat it after the teacher or the speaker. It is also used in microdialogues with the teacher and comrades. When there are enough such structures within the framework of the educational situation, they can be combined into small monologues and dialogues. In order for speech to be speech in essence, and not just in form, it is necessary that the motive lies at the heart of its generation and stimulation, i.e. the speaker's intention to participate in communication. In order for such a motive to appear in the lesson, it is necessary to create a speech situation.

Communication is inseparable from the conditions in which it takes place: from the goals and methods of communication, the characteristic features of the participants in communication, conditioned by social status, social role in communication, age, level of development, from the specific content of the speech act, from the extralinguistic context. All of the above is the situation of communication as a set of conditions, verbal and non-verbal, necessary and sufficient for the existence of a speech action according to the planned plan.

Speech situations are divided into real, conditional and problematic. There is the classification of speech situations: real, conventional, imaginary, fantastic (fabulous), concrete, abstract, problematic.

In the natural act of communication, a person expresses himself only when he has a need due to some circumstances of reality and the relations of the communicators. In educational conditions, the motive does not arise by itself and very often speech is caused by the dictates of the teacher. As a result, there is a fictitious speech, which is speech only in form. It is the need and inner desire to speak out that the American psychologist Rivers regards as the first and necessary condition for communication in a foreign language. In order to create motivation for communication in a foreign language in an educational setting, it is necessary to use the situation, since the motive of speech "nests" in the situation. To create a learning situation that evokes speech, you need to imagine its structure.

It is very important to “pass” the situation through yourself, giving it a personal character. Personal orientation significantly increases the effect of mastering a foreign language, since in this case, along with intelligence, emotions are connected. What makes a personally significant situation is the role that students receive temporarily or permanently. Therefore, the most adequate method of teaching speaking are various forms of dramatization, including improvisation and role-playing games.

In the methodology, there are two levels of speech: prepared and unprepared. The prepared level of speech presupposes the preliminary provision of its language material, the allocation of time for preparation. A non-prepared speech at a given moment is carried out without any preparation and without outside opposition. It is assumed that such supports already exist in the student's arrangement and are extracted by the stimulus coming from the situation. Unprepared speech is prepared by the whole process of learning; At the same time, the prepared speech performs the role of rehearsal for it.

10.2 Technology of teaching foreign language monologue speech

Unlike dialogical speech, which is mainly situational, monologue speech is predominantly contextual. The situation is the starting point for the monologist, then it seems to break away from it, forming its own environment – the context. Compared with dialogical speech, the monologue is characterized by relative continuity, greater unfolding, arbitrariness (planning), consistency; Monologue speech is more focused on creating a product – a monologue statement.

Addressing is one of the signs of monologue speech. It is expressed in words-appeals (“Dear friends!”) and intonation. The addressability of a monologue speech depends on its logic, on a clear breakdown into semantic pieces that consistently appear before the listeners. Rhetorical questions play an important role in this.

Based on the main communicative functions of monologue speech (informative, regulatory, emotional-evaluative), the following functional types are distinguished:

- Monologue-description is a way of expressing thoughts, suggesting a characteristic of an object, a phenomenon in a static state which is carried out by listing their qualities, signs, features;

- † monologue-message (news, story) – information about developing actions and states;

- Monologue-reasoning is a type of speech that is characterized by special logical relations between its constituent judgments that form a conclusion.

A monologue can take place in the form of a conversation, speech, report or lecture.

A monological skill is understood as the ability to express oneself logically, consistently, coherently, fully sufficiently, communicatively motivated, and correctly in linguistic relation.

On the content side, a monologue statement is characterized by semantic completeness, consistency, integrity, expressiveness and stylistic relevance.

Monological speech as an object of mastery is characterized by a number of parameters: the content of speech, the degree of independence, the degree of preparedness.

There are a number of varieties of monologue serving various spheres of communication:

- Welcome speech;
- praise;
- censure;
- lecture;
- story;
- characteristics;
- description;
- accusatory or exculpatory speech.

In the context of learning foreign languages at school, we can talk about different levels of formation of monologue speech, depending on the independence and creativity that students show.

The reproduction level of speech does not imply independence and creativity on the part of students, both in the choice of linguistic means and in determining the content of the statement, it is set from the outside.

The reproduction-productive level involves some elements of creativity and independence, which is manifested in the variation of the learned language material, its use in a new situation, in changing the sequence and composition of the presentation.

The productive level of speech is characterized by complete independence of the selection and construction of the statement, as well as a creative approach to its design, the presence of an assessment of what is happening on the part of the speaker.

There are two different, complementary approaches (paths) to teaching foreign language speaking: “bottom-up” and “top-down”.

The path “from top to bottom” is a way of mastering holistic acts of communication, samples of speech works. The formation of speaking skills and abilities begins with the repeated reproduction (reading, listening, memorization) of the finished monologue text, which is considered as a standard for the construction of similar texts. Then there is a variation of the lexical content of the sample, the development of elements and the independent generation of similar statements. You can offer the following tasks:

- Answer questions on understanding the content and meaning of the text read.
- Agree with or refute the allegations.
- Choose verbs, adjectives, idiomatic expressions with which the author describes his attitude to people, events, nature, etc.
- To prove that ...
- Define the main idea of the text.
- Summarize the content of the text, make an annotation to the text, give a review of the text.
- Tell the text on behalf of the main character (observer, journalist, etc.).
- Come up with another ending.

This path has a number of advantages. First, the text sufficiently fully outlines the speech situation and the teacher only needs to use it to generate speech statements of students and partially modify it with the help of speech installations and exercises.

Secondly, grammatically selected texts have a high degree of informativeness, and therefore predetermine the content value of students' speech statements, and contribute to the implementation of educational learning goals. Thirdly, authentic texts of various genres provide a good language and speech experience, a role model, a basis for compiling your own speech statements according to the model.

The “bottom-up” path outlines the path from consistent, systematic mastery of individual speech actions (individual statements) of different levels to their subsequent combination, unification. At the heart of this approach is the assumption that element-by-element, step-by-step, level-by-level assimilation of the language system, mastering the components of monologue speech ultimately lead to the ability to independently participate in speech communication – to generate coherent statements in oral and written form.

This path can be chosen by the teacher:

1. At the initial stage of training, when students do not yet know how to read or when educational texts for reading cannot offer a serious content basis for the development of speaking skills.

2. At the middle and senior stages of training, when the language and content level of knowledge on the topic under discussion is quite high. In this case, monologists can be built not so much on the material of one particular text, but on the basis of many texts read or listened to in their native and foreign languages, which involves the use of interdisciplinary connections.

In order to obtain the desired level of monologue speech in this case, the teacher must be sure that:

- Students have sufficient information on this topic (taking into account interdisciplinary connections);
- The level of the language (lexical and grammatical) is sufficient for a successful discussion of this topic in a foreign language;

- Students possess speech skills (ways of connecting various speech utterances, speech composition).

10.3 Exercises in the development of monologue speech

The mentioned levels of utterance, taking into account the logical and mental activity of students, necessitate the use of appropriate types of exercises:

- Aimed at mastering the statement at the level of one sentence (preparatory);
- Teaching elementary utterances (conditional-speech at the level of spherphrasal unity);
- Leading to mastering the level of free speech (conditional speech and speech at the text level).

Exercises of the first type are based on the implementation of educational actions that form the material and operational basis of speech, they belong to the pre-speech, skill level and make up the zero cycle.

The second type of exercises develops logical thinking and forms the skills and skills of the logical structure of speech at the level of phrasal unity. For example:

- combine the short sentences of the story into complex ones;
- Make a statement (using the proposed options);
- Come to these theses with the appropriate arguments (given below);
- Explain the reason...
- Prove that ...
- Choose a picture that evokes associations with study (rest, work, travel, etc.), argue your choice.

The third type of exercises forms the ability to logically and consistently combine sentences, combining them into a single statement about the subject, on the topic, in connection with the situation.

Pores in the development of monologue speech skills are *language, speech and content*. The latter are divided into *verbal and non-verbal*. Their number and choice are determined depending on the specific conditions of training:

- The level and level of general education of students.
- The level of language proficiency of the whole class and individual students.

- Features of the speech situation.
- The nature of the speech task / the degree of understanding of the speech task by all participants in the communication.
- Individual personality traits of the trainees.

Indicators of the formation of monological skills are the quantitative and qualitative parameters of speech. The first include the pace of speech (pauses) and the volume of the statement. Qualitative indicators include: compliance with the topic and situation of communication, linguistic normativity, consistency of the statement, emotional coloring, independence of the statement.

Current and operational control is carried out in the process of performing social-communicative and communicative tasks in oral form.

10.4 Technology of teaching foreign language dialogic speech

Dialogical speech is a process of direct verbal communication, characterized by alternately alternating replicas of two or more persons. The main purpose of this form of speaking is the verbal interaction of two or more speakers. The interlocutors act alternately in the role of speaker and listener.

The main goal of the participants in communication is to maintain speech interaction, during which there is a consistent generation by the interlocutors of speech acts of various functional and communicative purposes. *These speech acts (statements united by situational and thematic commonality)* are aimed at exchanging information and opinions, encouraging action, expressing emotional assessment, and observing the norms of speech etiquette.

Psychological properties, conditions for the flow of dialogical speech and the rules of speech etiquette determine a number of its features in terms of both content and language design. Increased attention to the partner, the desire to make speech interaction effective provide such distinctive features of dialogic communication as polythematics, frequent switching from one topic to another, understatement, constant appeal to the partner and the prevailing expression of consent in A sign of support for the conversation.

In live dialogic speech, the exchange of replicas occurs quickly, therefore, unprepared, spontaneous speech is generated, which requires high automation and readiness of the language material.

In terms of language design, dialogic speech is characterized by a large role of intonation, ellipticity, the use of speech clichés, the presence of modal words, interjections, and a general conversational style.

The dialog is distinguished by a variety of incomplete sentences and free from strict norms of the design of statements (unfinished sentences, false beginnings). In dialogical speech, non-verbal (extralinguistic) means of communication (facial expressions, gestures) are widely used.

From a methodological point of view, *dialogical unity* is distinguished, *microdialogue and macrodialog*. The **unit of learning dialogue** a logical **speech** is a logical unity formed by a pair of replicas, one of which is a replica-stimulus, the other is a replica-reaction. The ways of combining replicas can be varied, they underlie the functional typology of dialogical unities:

- question – answer,
- question – counter-question,
- message – question,
 - message – reply message,
 - invitation (request) – consent (disagreement),
 - message (order, request) – an emotional reaction,
 - request – message,
 - message – request.

These types of dialogical unities determine the types of dialogues, among which the main ones included in the School Education Program are:

- dialogue – one-sided questioning (such as an interview),
- dialogue – bilateral questioning,
- dialogue – exchange of views,
- Dialogue is an expression of will.

The largest structural unit of dialogical speech is a thematic macrodialogue, which includes several microdialogues united by one communication situation.

The highest level of proficiency in dialogical speech involves conducting relatively relaxed and structurally diverse conversation, pair or group.

The methodology distinguishes free and standard dialogues (dialogues of an etiquette nature). The latter serve typical situations with clearly fixed roles (buyer – seller, doctor – patient) and involve the use of stereotypical language material. Free dialogs traditionally include conversations, discussions, interviews, i.e. those forms of speech interaction where the general logic of the development of the conversation is not rigidly fixed by social speech roles. The boundary between free and standard dialogues in real communication is very mobile, these different types of dialogues can be easily transformed during the development of speech communication, depending on changes in the speech situation.

10.5 Monitoring and evaluation of speaking skills

About the question of the correctness of students' speech and the teacher's reaction to errors in a statement or conversation: there is no need to focus on mistakes, interrupt a monologue or dialog, it is recommended to suggest a suitable word or an adequate form if the student cannot in time find them so that the conversation is not interrupted.

Grammatical errors, as well as regularly repeated phonetic and lexical errors, indicate ignorance of the material and indicate to the teacher what needs to be worked on, what should be further explained or trained. At the end of the statement or conversation, it is advisable to draw the attention of the group and this student to these errors.

It is undesirable to interrupt the student in the process of reporting and to analyze errors for two reasons. First, during the generation of speech, the student has a plan, a certain content of the statement is outlined, which will be violated if the teacher interrupts the student in order to correct the error. Secondly, when the teacher begins to explain the error, he is forced to switch to Russian. In the process of working on the development of oral speech skills in the lesson, an atmosphere of a

foreign language should be created, for some time only foreign language speech should sound in the lesson.

Mistakes in oral speech can only be corrected by the teacher, since the attention of students should be directed to the perception of the content of the statement, and the teacher should monitor its form.

There are certain indicators of the level of formation of speaking skills are such parameters as:

- number of words/phrases in the message;
- the number of simple and complex sentences;
- the number and volume of replicas in the dialogue

Linguistic means used by the speaker (their variety, degree of thematic generalization, etc.) are also taken into account.

When checking the formation of dialogical communication skills at the senior stage, the following are taken into account:

- speed of reaction (fluency);
- availability and correct implementation of speech formulas;
- the relevance of replicas and their variety;
- correct use of vocabulary and grammatical structures;
- compliance with the characteristics of the dialogue (ellipticity, situationality, the presence of emotional-evaluative words and sentences).

When checking the skills of monological statements, the following are taken into account:

- different vocabulary and grammatical structures, as well as the correctness of their use;
- the length and sequence of the message;
- correspondence of linguistic means to the situation of communication;
- the volume of the statement;
- the presence of speech intention and its implementation;
- the number of sentences expressing subjective information (personal attitude to what is being expressed).

11 TECHNOLOGY FOR THE DEVELOPMENT OF SKILLS AND ABILITIES OF FOREIGN LANGUAGE WRITING

Writing is a complex speech skill that allows people to communicate with the help of a system of graphic signs (G.V. Rogova) [25; p. 56]. This is a productive activity in which a person records speech to be transmitted to others. The product of this activity is a speech or text intended for reading.

Writing is one of the ways to form and formulate thoughts. Externally expressed, as well as oral, written speech is secondary.

The following analyzers are involved in the realization of the letter: motor (basic), visual, speech-motor, auditory (secondary).

Writing, like speaking, consists of motivational, analytical-synthetic and executive parts. In the motivational part, a motive appears which acts in the form of a need, a desire to enter into communication, to convey something in writing, to report any information. The writer has the idea of the statement. In the analytical-synthetic part, the output itself is formed: there is a selection of words needed for compiling the text, the distribution of subject features in a group of sentences, the selection of a predicate or core part in the semantic organization of connections between sentences. The primary part of writing as an activity is realized in the fixation of the product with the help of graphic signs – written text.

A distinction is made between writing and writing. In linguistics, writing is understood as a graphical system as one of the forms of the plan of expression. Under written speech is a bookish style of speech. In psychology, writing is considered as a complex process in which there is a correlation of speech sounds, letters and speech movements produced by a person.

Writing is the process of expressing thoughts in graphic form. In the methodology, writing is the object of mastering the graphic and spelling systems of a foreign language by students to fix language and speech material in order to better memorize it and as an assistant in mastering oral speech and reading, since writing is closely related to them. The basis of written speech is oral speech. In both cases, the result will be the understanding of the message by other people.

Writing is about reading. They are based on one graphic system of the language. When writing, as well as when reading, grapheme-phonemic correspondences are established; They only have a different focus: when reading from letters to sounds, when writing from sounds to letters. In the first case, there is decoding or decryption, in the second – encoding, encrypting the message.

Often in the methodology, the terms “writing” and “writing” are not opposed. The term “writing” is a broader concept than written speech, it can include both writing as such and written speech.

The letter suggests:

- graphics – a system of signs-graphemes,
- spelling – spelling, a system of rules for the use of signs,
- recording – written fixation of language units of different lengths,
- written speech – a written fixation of an oral statement to solve a specific communicative problem.

In the practice *of* teaching, writing is understood as a technological, or procedural aspect, and *written speech* is a complex creative activity aimed at expressing thoughts in writing.

When they talk about writing as an independent form of speech activity, they mean written speech. *The purpose of teaching writing in this context is to teach students to write in a foreign language the same texts that an educated person can write in their native language.* Any text written by the author is an expression of thoughts in graphic form.

The advantages of teaching writing are obvious: the process of learning to write is constantly complicated by discrepancies between the sound and graphic plans for expressing thoughts in a foreign language;

- if during oral communication something can be omitted by the speaker, filled with facial expressions, gestures, intonation, then when communicating in writing, the statement must be specific and complete, as detailed as possible in order to fulfill its communicative function; the inability to expressively intonate one's speech requires a more careful selection of syntactic means, and the inability to use facial

expressions and gestures requires a more rigorous grammatical design of written speech;

- formation of skills in the field of the graphic and spelling system of the studied language, the presence of such features as unreadable letters, homophone words, variable forms of grammatical spelling, which appear only in writing and do not entail a change in the sound form of the word;
- Mastery of written speech is the presence of a certain level of socio-cultural competence in the student.

11.1 Objectives and Content of Writing Training

As the final requirements in the field of teaching writing, the development of students' ability to express their thoughts in writing is put forward.

The basic course of study of foreign languages involves mastering written speech at the “level of survival”, i.e. achievement of elementary communicative competence.

The tasks of teaching writing are associated with the creation of conditions for mastering the content of teaching written speech, include the formation of students' necessary graphic automatisms, speech-thinking skills and abilities to formulate a thought, expanding knowledge and horizons, mastering the culture and intellectual readiness to create the content of a written work of speech, the formation of authentic ideas about the subject content, speech style and graphic form of the written text. The linguistic component of the content of teaching writing includes graphics, spelling, recording (copying, reproduction, production), written speech in a limited volume (questionnaire, form, postcard, letter).

Compensatory skills include the ability to paraphrase a statement, express a complex thought in simple linguistic means, rely on the text in order to find the necessary information.

Learning the *technique of writing* includes mastering the alphabet, graphics, spelling and punctuation. *Writing (writing technique)* is a means of teaching foreign language speech, the initial stage in the development of productive writing.

Productive (expressive) written speech, depending on the purpose, is divided into two levels: educational written speech and *communicative written speech*.

Educational writing is understood as the performance in writing of a variety of language and conditional speech exercises aimed at mastering productive lexical and grammatical skills, as well as speech skills, including the skills of communicative writing. Educational writing is not only an effective means of teaching, but also an effective means of control. The exercises of the highest level in the hierarchy of educational written works are composition and detailed presentation. They are also a traditional means of controlling the formation of productive writing skills and abilities.

Communicative written speech is an expressive type of speech activity aimed at generating a speech message in writing. The development of the ability to express thoughts in writing occurs on the basis and through educational writing, which in turn relies on the technique of writing, formed graphic and spelling skills. *The purpose of teaching communicative writing* is to develop the ability to create various types or genres of written messages – texts that students may need in their educational or professional activities, as well as for personal purposes.

The methodology *distinguishes the linguistic, psychological and methodological components of the content of teaching writing*.

The linguistic content of teaching writing provides an opportunity to use writing as a means of teaching and learning a foreign language. Firstly, it is **graphics** – the totality of all the means of this writing. The languages studied at school: English, German, French, Spanish – use the Latin script.

The graphics of these languages exist in two versions: printed and handwritten. Each of them, in turn, has uppercase and lowercase letters. Thus, each grapheme is represented by a set of alphabetic units. A comparison of the letter styles of printed and written fonts shows that some graphemes have close matches, while others have printed and handwritten versions that differ sharply from each other. Since the sound system of the language is richer than the graphic one, there are very few letters that would correspond to only one sound. Other letters can convey different sounds

depending on the position in the word, the semantics of the word, etc. In addition, there are diacritics to convey the phonemes of the language.

Secondly, to the linguistic content of teaching writing *spelling* refers to the right of writing or a system of rules for the use of written signs when writing specific words. If the graphics allow several options for the transmission of sound or sound combination, then in spelling one spelling is always used to convey a certain word with this sound, which is recognized as correct, and all others are erroneous.

Thirdly, *calligraphy* is a record. Since the mastery of writing is carried out by assimilation of letters, phrases, sentences, super-frown unities, each of the specified units acts as the corresponding levels of recording.

Fourthly, *written speech*. An analysis of the system of printed characters of the Ukrainian and Latin alphabets shows that they have similar letters that partially coincide in spelling, and letters, the outline of which is new for Ukrainian students. The most common spelling mistakes include the outlines of similar letters in the foreign language itself and in the foreign and Ukrainian languages. Students do not see differentiated images of letters. They often interchange close graphemes: b and d, d and g. Visual errors lie in the inability of students to distinguish the directions of similar elements in letters.

For example, the letters t, f, l cause difficulties because they are a long vertical line – the letter t with a slight rounding at the bottom, and the letter f – at the top. The letters t and f are distinguished from the letter l by a small horizontal dash across the vertical line. The student often does not notice these differences. Psychologically, this is explained by the fact that it is easier for him to determine the similarity of various elements than the difference in similar elements.

Students experience difficulties in mastering the grapheme-phonemic system of the language being studied, which manifests itself in spelling errors due to the lack of a simple correspondence between graphemes and phonemes in a given language. The same phoneme can be expressed by different letters, letter combinations, and the same letter can convey different phonemes. For example, in English, the letter *a* can

transmit up to seven phonemes; the sound [f] can be conveyed by letters and letter combinations *f, ph, ff, gh*.

G. V. Rogova identifies *five groups* of words, the spelling of which students need to master. Group I includes words that obey the phonetic principle of writing, for example, English: bed, not, sit. In these words, the number of sounds and letters coincides, which ensures the rapid establishment of stable grapheme-phonemic correspondences. This group includes monosyllabic and two-syllable words in which one consonant sound is transmitted by a stable letter combination of consonants: **bench, shut, sock**.

Group II includes words in which the letter is written, but does not have a sound equivalent. For example, *English*: words with an open, conditionally open syllable: nine, lake, rose.

Group III includes words containing letter combinations that convey one sound, but themselves consist of different letters. For example, *Eng.* [e:] is transmitted by combinations of *ir, er, ur*.

Group IV includes words containing typical letter combinations of vowels, consonants, vowels and consonants. The peculiarity of the spelling of the words of this group is that there are no unambiguous sound-letter correspondences in them. *In English.* : ee, ea, oo, ou, oy, ay, ei, oi, ai, wh, wr, aw, ow, ew, al, ild. So, for example, the letter combination ea can be read as [i:] – clean, [e] – head, [ei] – break. At the same time, the letter combinations ai, ay, ei, ey are read the same way [ei], and yet these letter combinations can be ordered: ei, ai are written at the beginning or middle of the word: main, eight; ay, ey – at the end of the word: May, grey. There are a number of words in which a certain pattern can be traced, for example, in *English*: out, house, mouse, blouse, trousers; eat, meat, team; green, three.

Group V includes the so-called difficult group of words, the spelling of which is subject to the historical principle of spelling. For example, *in English.* : one, two, busy, daughter. Mastering the spelling of such words is possible only on the basis of visual representations with many repetitions of actions in establishing sound-letter correspondences.

The psychological content of teaching writing is the formation of graphic and spelling skills and abilities to perform written tasks. Students perform tasks of varying degrees of complexity in accordance with the logic of the educational process and the stage of training.

At the initial stage, this is the writing of letters of the alphabet, the translation of speech sounds into graphic symbols – letters and letter combinations, the orthographically correct spelling of words, phrases and sentences that contribute to a better assimilation of educational material necessary for the formation and development of oral speech and reading skills in the target language. A letter on this stage helps to master the graphics of the language and the spelling of the studied words and grammatical phenomena. It allows the student to fix in memory graphic complexes, graphic signs, due to the fact that visual, auditory, speech-motor and motor *analyzers* are actively working when writing. At the initial stage, a solid foundation of graphic and spelling skills should be laid in order to ensure that students are able to use writing in subsequent stages.

At the middle stage, work continues on the formation of spelling skills. Recording is widely used. Written tasks such as:

- Rewrite the sentences and underline the highlighted words with a red line if they are nouns, green with verbs, blue
- adjectives.
- Extract adverbs from adjectives and write them down.
- Write down the words related to the topic "Journey" and read what is written.
- Write 6 questions to your friend about his trip during the holidays.
- Write one phrase at a time what you would say in similar situations (5 verbal situations are given).

At the first stage, the letter is used as a means for better assimilation of lexical and grammatical material. Tasks for cheating, transformations based on the reference apparatus (grammatical reference book, dictionary of foreign words, list of non-standard verbs, bilingual dictionaries) are offered. The tasks offered for written performance are aimed at an in-depth understanding of what is being read, at finding

the right answer, at expressing one's own attitude to what has been read. At the senior stage, when working with a foreign language text, schoolchildren should be taught to compose an essay and annotation.

An abstract is a text that conveys the basic information of the original in a collapsed form and compiled as a result of its semantic processing. Anotation is an extremely brief summary of the main meaning of the text, conveying the theme of the original.

The methodological content of teaching writing is the mastery by students of rational methods of mastering graphics, spelling of the language being studied, mastering recording, abstracting, annotation in a foreign language. To facilitate the recollection of spellingly difficult words, various special techniques are used, one of which is the letter-by-letter reading of words. There are also techniques for writing phrases, sentences and writing out sentences that carry the main thoughts in a paragraph, text; techniques for drawing up a plan for oral utterance, writing an essay, annotation, writing in accordance with etiquette.

The main task of the initial stage of training is to lay the foundations of writing techniques (i.e. to form calligraphic, graphic and spelling skills) through familiarizing students with writing letters, writing training, mastering the spelling of words worked out orally, writing sentences containing what has been learned. In the complex of exercises for the development of graphic skills, a special place is occupied by work on those phenomena (letters, letter combinations) that are absent in the native language of the trainees or the elements of which coincide with the elements of letters in the native language. In other cases, there is a transfer of writing skills formed on the basis of the native language. With the sign of students with the writing of the letter, the teacher must show on the board how it is written, or use a special manual, where it is shown in detail with arrows and dots indicating in what sequence and in what direction the hand should move so that the image of the letter turns out to be correct. Students must master the half-printed-half-handwritten font, since the introduction of a handwritten font will prevent the formation of grapheme-phonemic correspondences.

Graphics training is carried out in the following sequence:

1. Display letters: uppercase and lowercase;

2. Slow image of the letter by the teacher on the board or a video image with the necessary explanations in order for students to understand the implementation of the necessary actions when writing it;

3. Secondary writing of the letter with the task of reproducing the required movements with a pen in the air behind the teacher;

4. Writing the letter in notebooks.

In order to form the correct skill of drawing foreign letters, it is advisable to teach children a certain logic of actions, the sequence of their implementation:

- First, carefully look at how the letter is spelled (written);
- then repeat the spelling of the letter several times in the air;
- write the letter in a notebook;
- Compare your letter record with the sample.
- Complete the entire task in this way.

When teaching spelling, cheating is widely used. When copying words, the student should develop the habit of not drawing the word letter by letter, which is observed when the child looks up after each letter to see which one should be written next, but carefully look at the word, remember its letter composition and write from memory. This technique makes it possible to develop visual (spelling) memory, without which it is practically impossible to learn how to write correctly, accelerates the pace of writing.

Writing as an independent type of speech activity is used only at the senior, final stage. But the path to writing is quite long and far from easy. The success of the final stage largely depends on how well the basic writing skills as such have been formed.

11.2 Technology for the formation of foreign language writing skills

The ability to express one's thoughts in writing is formed on the basis of exercises of a reproductive, reproductive-productive and productive nature.

The **first group of exercises** includes writing text (letters, postcards, messages).

The second group is exercises in building one's own written statement using various supports: verbal (keywords, logical scheme of utterance, plan) and verbal-visual (picture, photograph and key words, phrases, expressions).

The third group of exercises, which are productive in nature, requires students to be able to express their thoughts in writing without direct reliance on verbal elements. Incentives to encourage written statement, a verbally problematic thesis can be formulated) or visually (watching a video, a photo).

Criteria for the evaluation of writing skills: content and completeness (how successfully students coped with the expression of the content, taking into account the purpose of the statement and the addressee while observing the accepted norms of politeness); organization of the text (logical and consistent presentation of the material with the division of the text into paragraphs, the use of various means of conveying the logical connection between the individual parts of the text, the choice of the format of the letter); vocabulary, grammar, spelling and punctuation.

Learning to write is inextricably linked with learning other types of speech activity. Written speech allows you to preserve language and physical knowledge, serves as a reliable tool for thinking, stimulates speaking, listening and reading in a foreign language.

11.3 Control of the formation of writing skills

Analysis of the requirements of regulatory documents and methodological literature indicates that the indicators of the formation of writing skills are:

- 1) the success of written communication;
- 2) the quality of the content of the written text produced;
- 3) the quality of the linguistic side of the written text;
- 4) the degree of self-sufficiency in the performance of written assignments.

The success of written communication is determined by:

- 1) the variety of situations in which the written text is created;

2) the presence of speech intent;

3) the ability to choose language means depending on the speech plan and situation.

The quality of the content of the written text is determined by:

1) diversity of topics;

2) the number of facts transmitted;

3) the level of language difficulty;

4) a variety of sentences and speech, including etiquette, formulas;

5) the volume of the written text.

The quality of the language side is determined by:

1) the correctness of the language means and the accuracy of the information transmitted in the written text;

2) the degree of correspondence of linguistic means of writing to stylistic

Standards.

The degree of independence is determined by:

1) confidence in the use of linguistic means in the preparation of a written text;

2) the absence of repetition in the solution of the communicative problem or the need to correct the text;

3) lack of need for assistance.

Thus, the ability to create written texts of various functional types are objects of control of written speech.

In order to create texts of the epistolary genre (postcards and letters), it is necessary to have the ability to choose language means (formulas of speech etiquette) depending on the addressee. This skill is tested in the course of the current control in the formation of writing skills. For this purpose, you can, for example, offer tasks to establish compliance.

The formation of the entire set of skills to create texts of the epistolary genre (the ability to express one's thoughts in writing in accordance with a given communication situation and the purpose of the statement, taking into account the addressee, using the appropriate style of speech) is checked during the milestone or

final contact. Students are encouraged to write a personal card or letter on their own. For this purpose, open-form test tasks with a detailed answer are used, aimed at solving communicative problems.

The next type of test tasks is aimed at testing the ability to compose a written statement with elements of reasoning. This task of a high level of complexity requires the student to express his opinion on one of the problems of modern life in writing, to bring arguments, evidence, examples, and draw conclusions.

Stimuli that encourage the student to make a written statement in this building can be formulated verbally (the wording of a statement with which the test taker can agree or disagree; a text of a problematic nature), or visually (watching a video, a photo, etc.).

This type of written text, as well as writing, has its own structural features. When writing a written statement with elements of reasoning, it is important to be able to logically and consistently convey certain content in writing, while dividing the text into paragraphs and using the necessary means of logical communication.

Письменное высказывание с элементами рассуждения должно иметь следующую структуру:

1. Introduction, in which the test taker formulates the problem.
2. The main part in which it is necessary to express your opinion on this problem, argue it, give examples from literature or from personal life.
3. Conclusion, in which it is necessary to draw final conclusions, to confirm your position on this problem.

So, testing of written speech involves testing the ability to create different functional types of written texts with the help of communicative-oriented tasks.

12 TECHNOLOGIES AND METHODS OF BUILDING A MODERN FOREIGN LANGUAGE LESSON

12.1 The main features and technology of a foreign language lesson

The lesson is the main organizational form of learning, the smallest unit of the learning process. The lesson is the main link in the learning process, at which the solution of specific practical, educational, educational and educational tasks is carried out, ensuring the achievement of the ultimate goals. Both the learning process as a whole and the didactic cycles and blocks are implemented with the help of the lesson as a unit of the learning process. This means that the lesson of a foreign language as a unit necessarily embodies the basic qualities and properties of the whole, i.e. the course of study. Both the process of teaching a foreign language as a whole and a separate lesson are distinguished by expediency and relative completeness. The integrity of a particular lesson is ensured by a set of its parts, links, stages, which are necessarily connected by a “single axis”, “a single core”, a “common outline” and a place in the system of lessons, which also has a semantic, thematic core, a developing plot, in the context of which educational material is assimilated and applied.

The peculiarity of a foreign language lesson is that it is not an independent unit of the educational process, but a link in the chain of lessons. In this cycle of lessons, the dynamics of the educational process is carried out: what was the goal of the previous lesson becomes the means of the next, which determines the close relationship of the lessons and ensures the progressive movement towards the final educational goals.

A foreign language lesson has its own specifics, which is determined by the very content of the subject, the practical orientation of teaching and the fact that a foreign language acts not only as a goal, but also as a means of teaching.

The main psychological, pedagogical and methodological requirements for a modern foreign language lesson are communicativeness, individualization of the learning process, speech orientation of tasks, situational learning, novelty.

The basis for the construction of the lesson is a set of scientific provisions that determine its features, structure, logic and methods of work. This set is called *the methodological content of the lesson*.

Communicativeness. If it is necessary to teach a person to communicate in a foreign language, then it is necessary to teach this in the conditions of communication. This means that learning should be organized in such a way that it is similar to the process of communication (communication). In this case, it will be possible to transfer the developed skills and abilities: the student will be able to act in real conditions.

Individualization. Each of us has come across such a phenomenon: some event makes a person laugh, pushes him to speech actions, encourages him to express his opinion, but leaves the other indifferent.

Or: one person reads adventure literature all his life and watches only detective and entertaining films, the other is inclined to historical novels or love lyrics. This is because every person is an individual with all its inherent features. In the process of learning speech activity, personal individualization acquires extreme importance, because there is no faceless speech, speech is always individual. It is closely connected with consciousness, with all the psychic spheres of man as a person. It is impossible to effectively teach speech activity without referring to the individuality of the student. Consequently, the teacher needs to study the students of the class, their interests, characters, relationships, life experience, motivational sphere and much more, bringing all the data into a special scheme-table – the methodological characteristics of the class (MHC), which is used in the preparation and conduct of the lesson.

The difficulty lies in the fact that this knowledge must be used in determining the content of the exercises and their organization. Not only the content of learning, but also the same techniques and methods affect students in different ways depending on their individual characteristics.

A wide scope for individuation opens up when learning to read. Here, as in learning to speak, it is necessary to have additional handouts. But no matter how

motivated the student is and no matter how much he wants to speak, read something, i.e. complete the task, he must first of all know how this or that task is performed, be able to perform it. For this purpose, the so-called subjective individualization is provided in communicative learning. It lies in the fact that students from the very first days need to be taught to perform different types of tasks, to learn to learn. The better the student completes the tasks, the more successfully he will master the material, the faster he will reach the goal.

Speech orientation. *Speech orientation, first, means the practical* orientation of the lesson, as well as learning in general. It is generally accepted that it is impossible, for example, to learn to read by mastering only the rules of reading and learning words, or to speak – having mastered only the rules of grammar. It is practical speech activity that should be devoted almost all the time of the lesson. Each lesson should solve some specific practical problems and bring the student closer to his goal; not only to the teacher. However, students also need to know what speech skill or skill they will master by the end of the lesson. Speech orientation also means the speech nature of all exercises. The student's employment with practical speech actions does not yet provide effective training, because the training of speech activity is possible only through speech actions. Speech direction also presupposes the motivation of the statement. A person always speaks not only purposefully, but also motivated, i.e. for the sake of something, for some reason.

Unfortunately, the statements of the student in the lesson of a foreign language are not always moved. For example, when a student describes the weather, he is driven only by the task to describe, but by the reluctance to warn the interlocutor so that he does not get wet in the rain. Naturally, natural motivation in the educational process is not always fully achievable: many students do not have an immediate need for knowledge of a foreign language and for communicating in it. The speech orientation of the lesson also suggests the speech (communicative) value of phrases. You should avoid using phrases in a foreign language lesson that never sound in real communication.

Situationality. Situationality of teaching a foreign language. It requires that everything that is said in the lesson somehow relate to the interlocutors – the student and the teacher, the student and the other student, their relationship.

Situationality is the consistency of phrases with the relationships in which the interlocutors are. Situationality is a condition vital for learning to speak. The situation is a stimulus to speak. Indeed, the situation is a system of relationships between the interlocutors, and not the objects surrounding them. It is the relationship of the interlocutors that encourages them to certain speech actions, gives rise to the need to convince or refute, ask for something or complain. And the wider and deeper these relationships, the easier it is to communicate, because there is a large context behind the speech – the context of joint activity. The essence of situationality shows that its implementation is unthinkable without personal individualization, since the creation of situations in the classroom as a system of relationships is possible only with a good knowledge of potential interlocutors, their personal experience, the context of activity, interests, feelings and the status of their personality in the class team.

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So, situationality as a component of the methodological content of the lesson defines the following provisions:

- the situation of communication in the classroom can be created only if it is based on the relationship between the interlocutors (students and teachers);
- each phrase uttered in the lesson should be situational, i.e. correlate with the relationship of the interlocutors;
- situationality is a necessary condition not only in the development of speech skills, but also in the process of forming skills, i.e. in preparation exercises (lexical and grammatical).

Novelty. It is impossible to master a foreign language only through intensive memorization, because, firstly, it is ineffective: you can learn a lot of dialogs and texts and not be able to speak a foreign language, and secondly, it is not interesting. There is another way – involuntary memorization. This path requires such an organization of work in which the material to be remembered is included in the activity, contributes to the achievement of the goal of this activity. In this case, the student does not receive direct instructions on memorization of a particular material. Memorization is a by-product of activity with material (words, text, dialogue, etc.).

When teaching speech in a foreign language, the principle of novelty presupposes a constant variability of speech situations, which is necessary in order to prepare the student for a “meeting” with any new situation, and not just with the one that was encountered in the lesson. Such a skill is achieved by constantly varying speech situations, by replacing a new component in the speech situation each time: a speech task, an interlocutor, the number of interlocutors, the mutual relations of interlocutors, an event that changes these relationships, the characteristics of the interlocutor or some object, the subject of discussion, etc. All this is necessary in order to teach communication in adequate conditions. Communication itself is characterized by a constant change of all these components, in other words, true communication is always heuristic. The heuristic of communication is as follows:

- heuristics of speech tasks (functions). It is understood as the situationally conditioned possibility of their various combinations. Therefore, the interlocutors can

respond to the "request" as follows: request – a promise, a counter-request, a re-request, a refusal, a request-clarification, advice;

- heuristics of the subject of communication. Communication can concern one or more objects at once with the leading role of one of them. In communication, speech constantly moves from one subject to another: sometimes to a close object connected with the previous one, sometimes to one that has nothing to do with the previous one;

- heuristics of the form of utterance. This property is manifested in the fact that people do not communicate with the help of memorized, completely ready-made statements, but create new ones each time that correspond to this situation;

- heuristics of the speech partner. Any communication from the point of view of initiative can take place in different ways: when the initiative is in the hands of one interlocutor or when the initiative is in the hands of two of them.

Summarizing the above, we can say that heuristics permeate the entire process of communication. Therefore, it is necessary to teach communication on a heuristic basis. Novelty as a component of the methodological content of a foreign language lesson is one of the main factors that ensure the interest of students. This refers to the novelty of the content of educational materials, the novelty of the form of the lesson (lesson-excursion, lesson-press conference), the novelty of the types of work – in other words, the constant (within reasonable limits) novelty of all elements of the educational process.

Each lesson should ensure the achievement of *practical, educational, educational and developmental goals* through the solution of specific problems. Consequently, the first thing a teacher should start with is to define and formulate the tasks of the lesson, based on the teacher's book.

As a rule, it contains practical tasks that can easily be given a specific form by linking them to a certain language material, for example:

- train students in the use of new vocabulary (words are indicated);
- learn to perceive by ear a dialogical text (the text is indicated);
- learn to conduct a conversation on the topic (the topic is indicated);

- systematize students' knowledge of prepositions (prepositions are listed);
- teach students to read silently and make a plan based on the text they read;
- learn to express your opinion using the following expressions (listed);
- learn to read the text based on a hunch, etc.

Since educational, educational and educational goals are realized through foreign language, only practical mastery of them makes it possible to realize these goals. So, for example, the assimilation of speech etiquette in a foreign language: acquaintance, greeting, expression of gratitude, etc. – has an educational effect on children, teaches them politeness and tact. Mastering the methods of operating reference literature (grammatical reference books, dictionary) contributes to the solution of not only a practical problem, but also develops the student, has a beneficial effect on the skills of intellectual work, its organization and implementation. Reading foreign texts that highlight different aspects of the reality of the country of the studied language ensures the broadening of the horizons of students and thereby the achievement of the educational goal.

With the current trend of teaching students to learn, it is important to communicate the tasks of the lesson to them, as they must be accepted by the learners. The tasks need to be "translated" from the methodological language into the language of the students. To do this, firstly, it is necessary to draw their attention to what is associated with the use of language in speech activity. For example, "Today we will find out how one of you spent Sunday" or "Today we will read the story of a very popular English writer"; secondly, the wording should be given a specific form: "We will learn how to express agreement and disagreement in English"; Thirdly, it is necessary to take into account the age characteristics of students and clothe the task in a form that imposes their growth.

The essential point of a purposeful lesson is its completion. Students should see, feel what they have learned in the lesson, give an assessment of the activity, psychologically and actually prepare for independent work outside the lesson. Since students are tired by the end of the lesson, summing up should be given a form that relieves fatigue. The best way to summarize is to include the acquired knowledge and

skills in a game activity such as a language game, for example, to guess a word; pick up a rhyme for the learned words; act out a pantomime so that students describe what they see using the learned grammatical structure.

The requirements for the content of the lesson include the following points: firstly, the significance of the material itself, which is operated in the lesson (the dominant of the content); secondly, the adequacy of techniques and exercises to the tasks of the lesson; thirdly, the optimal ratio of training students in the assimilation of the material and its use in speech.

The examples used in the lesson are examples of communication, so they should be connected with the personality of the students and the teacher himself.

The inclusion of students' life experience in the community significantly increases the assimilation-communication in the classroom.

Consistency in the lesson is also determined by the selection of techniques and exercises that accurately correspond to the tasks. Compliance with the tasks means for oral speech, educational situations of communication, for reading – the nature of the textual material. The educational situation is understood as specially created conditions, circumstances, a system of interlocutors in order to educate students in the implementation of speech actions in a foreign language.

The educational situation should be as far as possible adequate to the real situation of the community in which the language phenomenon being used is used.

The learning situation should be very clear to students. This means: the task is clearly defined (what to ask, what to learn from the interlocutor, what to talk about, what needs to be proved, clarified, refuted, etc.). As a result, students know what is required of them, what they can or should do, since the task is provided with specific language (words, phrases, structures) and speech (ready-made speech clichés) material that is assimilated or assimilated. The educational situation should contribute to the formation of such qualities as responsibility for the task, accuracy and conscientiousness, should stimulate the motivation of learning, arouse students' interest in the task and the desire to complete it.

So, the content of a foreign language lesson in terms of the development of oral speech is determined by situations precisely selected in accordance with the objectives of the lesson and the characteristics of students, and, of course, the language and speech material in this case becomes motivated, and its use becomes natural. The requirements for the content of the lesson involve awareness of the material and actions with it, so that students see the meaning in completing tasks in the language being studied.

12.2 The structure of a foreign language lesson and its organization

The lesson as an organizational unit of learning lasts 40 – 45 minutes. Its structure should be flexible. It is determined by the stage of training, the place of the lesson in a series of lessons, the nature of the tasks. In the structure of the lesson there should be invariant, i.e. stable, and variable moments. The structure of any foreign language lesson includes: the beginning, the central part and the end.

The beginning of the lesson should take place at a fast pace and take about 3 to 5 minutes. Its possible content: the teacher's greeting, the organizational moment, the description of the tasks of the lesson, speech exercises.

The teacher's greeting can be laconic and can be raw and actually turn into speech exercises. Communication of the lesson can also be concise and detailed, but in all cases it should set students up for active work and cause them a surge of cognitive energy. Speech exercises are designed to create an atmosphere of communication in the lesson and make the transition to the central part of the lesson. The duration of the components of the lesson may vary.

The central part of the lesson plays a major role in solving its problems. It is here that students gain new knowledge and expand their speech experience.

At the initial stage of learning, as a rule, several problems are solved, and therefore the central part of the lesson is of a different nature. All types of speech activity (listening, speaking, reading and writing) support each other and are built on a common language base of the active language minimum. In other words, young schoolchildren in a foreign language lesson need to listen, read, read and write.

The ratio in the use of each of these activities should be in favor of oral speech.

At the middle stage of training, basically the same structure of the central part of the lesson is maintained. However, lessons with a more integral structure are already possible, which is associated with an increase in the proportion of reading and the possibility of solving one problem in the lesson, for example, a conversation on home reading.

At the senior stage, lessons with a whole central part devoted to solving one problem clearly prevail. But this does not mean that at the senior stage there can not be lessons of a mixed type, although they are the exception rather than the rule.

The final part of the foreign language lesson is summing up, i.e. a visual demonstration of what students have learned in the lesson with the involvement of game moments. The final stage includes, as a rule, homework with the necessary explanations from the teacher.

The atmosphere of communication is the leading feature of a modern foreign language lesson. When learning to communicate, a speech contact is provided, the teacher and students must become speech participants. The atmosphere of communication is needed in order to create conditions that are adequate, similar to real ones: otherwise it turns out that we teach communication outside of communication. The task of the teacher is to give learning (as a specially organized process) a character, a form of communication. Forms of communication can be different.

A special effect, according to G.V. Rogova, is the combination of individual forms with collective ones. The very concept of “collective form” is capacious. It covers a mass form in which the whole group performs one task, as a rule, of a receptive speech (hear, read) character; choral form, when the whole group performs orally the work of the training plan; work in small groups (subgroups) with different occupancy: two, three, four, five participants. These collective forms of organization of teaching increase the active time of students in the classroom, their communication with each other, but they are possible provided that it is clearly organized by the teacher.

Lesson planning involves three main steps:

1. Definition of the objectives of the lesson and preparation of the material.
2. Planning the beginning of the lesson.
3. Planning the main part of the lesson and its conclusion.

The first stage of lesson planning involves a six-point procedure that corresponds to the points in the so-called “header” of the lesson plan.

The first point of this part of the lesson is to determine the name of the lesson, what distinguishes one lesson from another. The name is associated with the material of the lesson, its content. The title of the lesson can be: a brief description of the plot or situation, a line from the dialogue, the appeal of the lesson character to the students, etc. Children like unusual names, for example, “Hi! I am Starkid”, “ABC Party”, “Let’s go to the market”. At the end of the lesson, you can sometimes invite the children to give their name to the lesson.

The second item in the “header” of the lesson plan is the topic: all the topics that are touched upon in communication in the lesson are indicated. In the communicative methodology, the development of topics is carried out cyclically or in a spiral, that is, the same topic is discussed at a certain point throughout the course of study, each time more in-depth.

The third point at this stage of planning is the definition of the tasks of the lesson. They are formulated in terms of communicative functions or communicative skills. The tasks of the lesson are determined by common communicative goals, have their place in the hierarchy of goals and objectives of learning. The general goal is to teach a foreign language culture, in particular adequate speech behavior in formal and informal situations, and to teach verbal communication, understood as the exchange of information, thoughts, feelings. The exchange of information (reception and transmission of it) is carried out through the types of speech activity. Learning them is considered as intermediate goals, the solution of which allows you to realize communicative goals.

Reception (understanding) of information is achieved through listening and reading, transmission of information – through speaking and writing. Each type of speech activity as a complex skill includes a set of simple speech skills. Their

formation is in the sphere of learning tasks, from which specific tasks of the lesson (occupying the last level) are selected. Lesson tasks become learner's objects or goals: the teacher communicates them to the students. Awareness of communicative functions (i.e., intentions or goals of statements in communication) and the accumulation of experience of their expression lead consistently to the general goals of learning.

In the English-language methodological literature, various classifications of communicative functions are proposed, created for program compilers and textbook authors. Here is the most complete classification, in which specific functions are divided into five categories: personal, interpersonal, directive, referential, imaginative. For example, the interpersonal category contains the following functions:

- greetings and leave-taking;
- introducing people to others;
- identifying oneself to others;
- expressing joy at another's success;
- expressing concern for other people's welfare;
- extending and accepting invitations;
- refusing invitations politely or making alternative arrangements;
- making appointments for meetings;
- breaking appointments politely and arranging another mutually convenient time;
- apologizing;
- excusing oneself and accepting excuses for not meeting commitments;
- indicating agreement or disagreement;
- interrupting another speaker politely;
- changing an embarrassing subject;
- receiving visitors and paying visits to others;
- offering food or drinks and accepting or declining politely;
- sharing wishes, hopes, desires, problems;

- making promises and committing oneself to some action;
- complimenting someone;
- expressing and acknowledging gratitude.

This classification serves as a guideline for the selection and formulation of lesson objectives.

The fourth point is related to the selection of language material: expressions and structures necessary for the implementation of the selected communicative functions (lesson tasks). The search for language forms is determined by the needs of communication, and their development occurs in connection with communicative functions. The language material is contained in the textbook, the current plan and supplemented by the teacher depending on the communicative needs of the students.

The definition of the characters of the lesson and the choice of audiovisual means in the lesson are *the fifth* and *sixth* points of the first stage of planning. Planning the lesson itself (Development) begins with its first stage: the beginning of the lesson (Beginning). This stage includes two fundamental points: firstly, a motivating communicative task, and secondly, familiarizing students with the name of the lesson, its topics and tasks.

The first point is a motivating communicative task at the beginning of the lesson. In the English-language methodology, it is called a warming-up activity. It is designed to draw the attention of schoolchildren to foreign language communication, awaken their interest and serve as a "bridge" to the topic, material or activity in the main part of the lesson. This is not only a free conversation about any case, event, person (within a class, school, city or country), but also various purposeful communicative tasks. Here are examples of motivating tasks.

1. Getting-to-Know Games and Situations. They are used throughout the course of study and are designed to get to know each other better.

a) Game "Insisting game". The same question is asked to the student several times. For example, to the question Who are you? The student responds differently each time: I am a boy. I am a pupil. I am Mike. I am a brother. I am a football player.

b) Back-to-back game. Students walk around the classroom. As soon as the teacher hits his hands, the students stop and each of them stands with his back to the nearest partner. The children then take turns talking about what they know about the classmate behind them.

c) “Interviews” situation. Students receive, for example, the following task: to learn as much as possible about their classmate, his family, interests, opinion on a particular issue. To do this, the guys prepare a series of questions and conduct interviews, then make a report about what they learned about their friend.

d) “Questionairing” situation. Students receive cards on which questions addressed to them (usually with multiple choices) are recorded. After filling out the cards, all answers are discussed. It turns out that there are students in the class with very similar interests.

2. Guessing games.

a) “Guess the theme”. The envelope contains a picture cut out of a magazine related to a topic (photo of a writer, movie star) or a card with the name of a school item or city. Students try to guess what's in the envelope, and thus determine the new topic of the lesson by asking clarifying questions (yes \ no questions).

b) “Unscramble the word”. Students are asked to make a word from the letters given in a breakdown (tuoryc – country), to make words from the letters of the “long” word written on the board, etc.

c) “Acrostic poems”. A word on the topic of the lesson is written on the board. Students choose words so that each letter of this word becomes the first letter of a new word.

3. Problem situations.

a) Give me your advice. The teacher talks about personal problems or problems of his friends: My coffee maker is not working. There is no place to fix it here. What can you advise me? Personal problems of this nature can also be presented by students, and the class helps with advice.

b) “What happened?” The teacher shows the class a picture from the magazine, which depicts: a person with an expression of confusion, bewilderment on his face or

things scattered around the room, etc. Students express their assumptions about what happened and what they would advise to do.

c) “Finish the story”. The teacher begins a story that outlines a problem and stops in the middle. He then asks students to finish the story or offer their own solution to the problem it contains.

4. Methods of disclosing one's inner world (Self-disclosing activities). They proceed from humanistic approaches to teaching a foreign language. It is believed that in ordinary communication, a student cannot always reveal himself to the interlocutor, his inner world. This element of communication is understood as follows: I will open my soul to you so that you understand me better. Such tasks include the exchange of personal experiences, memories, plans for the future, the expression of their feelings, desires, and value orientations.

(a) “My first memories”. The teacher begins this conversation: he shares memories of childhood, tells individual episodes. Students voluntarily talk about at what age they remember themselves and in what situation.

b) “Share your fantasies”. Students are invited to say what they would like to do now, in the future: what they dream about, where they would like to go, what to see.

c) “My strengths and weaknesses”. This activity will help the student evaluate himself and compare his assessment with the perception of his abilities and weaknesses by classmates. First, each student writes down his own opinion about himself, then about one of his classmates. After that, students exchange their observations.

According to the authors of the humanistic approach, tasks such as self-disclosing activities can be offered in groups with a trusting relationship between the teacher and students, as well as students among themselves.

The game exercises, educational dramatic games, creative tasks offered in this manual are a good option for the motivating task of the initial stage of the lesson. Children like them and stimulate further participation of schoolchildren in communication in the classroom.

Work on these tasks takes from 5 to 15 minutes. The second point in planning the beginning of the lesson is the presentation of the lesson, i.e. familiarization of students with its name, topics, tasks that they have to perform.

At this stage, the teacher uses the blackboard. In the upper part of it, in the middle, entries are made: Title, Topics; on the left – Learner's goals, and on the right – Activities for today, which are either recorded sequentially during the lesson, or presented to the class all at once; Then they are erased as they are executed. The bottom of the whiteboard is used to write down the language material you need now or to demonstrate visual aids. As for the tasks of students, the teacher reads them, gives the necessary explanations and controls understanding.

The form of recording the lesson plan is determined by the teacher. The lesson plan reflects all classroom activities and classroom management. Class management is the placement of students in the classroom for a certain type of activity (semicircle, circle, rows opposite each other, etc.), forms of interaction between students (group, team, individual or frontal).

Classroom management includes audiovisual aids, handouts, cards, visual aids, various kinds of reminders, as well as types of work for relaxation (songs, poems, games).

The presentation of the lesson facilitates the transition to the main stage (“Follow up”), at which the tasks are solved. For this purpose, appropriate activities are used. They can be systematized and the most typical ones can be distinguished, which involve the implementation of a set of certain procedures (steps). Knowing these ongoing routines will allow the teacher to spend less time planning lessons. There are the following most typical activities in the classroom:

1. Work with a dialogue.
2. Controlled practice.
3. Groupwork (relaxed) practice.
4. Developing a topic.
5. Work with a picture.
6. Free (guided) production.

7. Dramatization and role-playing.

8. Listening – comprehension.

9. Intensive (extensive) reading.

At the final stage of the lesson (Rounding-off), you can learn tongue twisters, poems, songs, which will leave a good impression of the lesson. Summary of the lesson: Brief reference ahead to next lesson, Playing a short game.

The most important concept of practical interest for a foreign language teacher, according to E. I. Passov, is the logic of the lesson. This concept is complex, multidimensional. E. I. Passov identifies four aspects:

1) the correlation of all components of the lesson with the leading goal, or purposefulness;

2) the proportionality of all components of the lesson, their subordination to each other, or the integrity of the lesson;

3) movement through the stages of assimilation of speech material, or the dynamics of the lesson;

4) the unity and consistency of the material in content, or the coherence of the lesson [20].

E. I. Passov considers such a part of it to be a component of the lesson, which, firstly, contains the main features of the educational process as such, i.e. it has a focus on some actions and there is a certain (albeit small) result of these actions. An essential characteristic of the component (as well as the entire lesson) is the performance of educational actions by the students themselves, and not by the teacher. The component can be considered not any, but only the minimum part of the lesson, and the component is what the whole lesson consists of, and not some part of it, i.e. the component is the structural unit of the lesson.

The structural unit, according to E.I. Passov, should be considered an exercise, because it has all the main features of the educational process: it always has a task, a number of expedient actions are performed in it, these actions are controlled, as a result there is a certain progress in mastering the material. At the same time, the exercise is the smallest segment of the lesson, which has an independent meaning.

Structure is the most important thing to know about an object, because it determines the functioning of that object. The structure is embodied, “materialized” in the components of the lesson, but is not reduced to them and their sequence, but is a set of laws by which the components in the lesson are selected and organized.

The logic of the lesson is also the logic of step-by-step mastery of speech material. It should be emphasized that none of the aspects – purposefulness, integrity, dynamics, coherence – in isolation from the others does not provide the real logic of the lesson. Only the presence of all four aspects makes the lesson logical. Moreover, logic is not the sum of the aspects considered, but such a new quality of the lesson, which arises on the basis of the integration of purposefulness, integrity, dynamics and coherence.

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