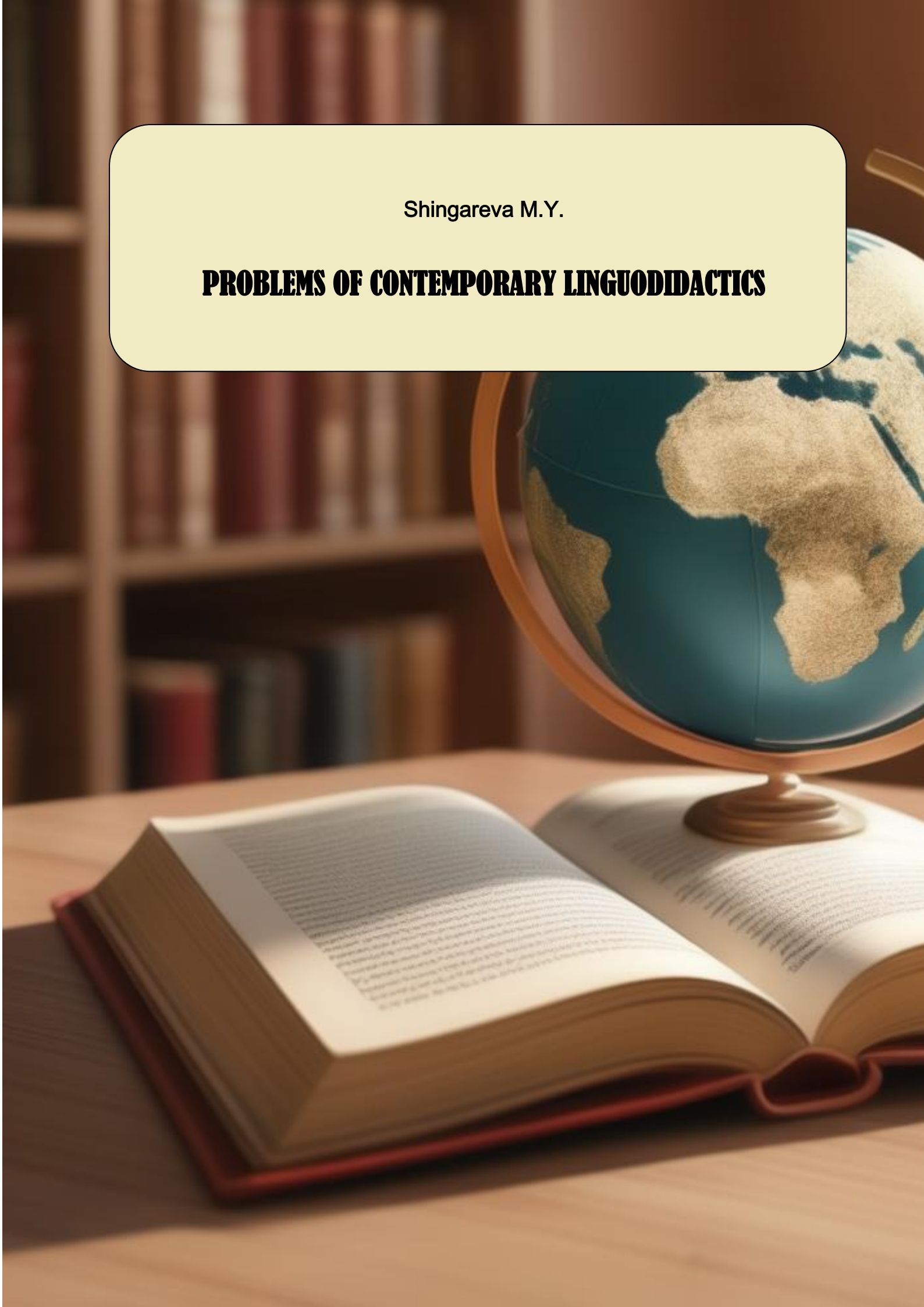Shingareva M.Y.

PROBLEMS OF CONTEMPORARY LINGUODIDACTICS

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Problems of Contemporary Linguodidactics

Compilation of lecture course for graduate students of the educational program

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Учебное пособие представляет собой сборник лекций по курсу «Проблемы современной лингводидактики» и рекомендовано для студентов магистрантов образовательной программы 7М01703-подготовка педагогов по языкам и литературе (Иностранный язык: два иностранных языка). В пособии представлены теоретические сведения по дисциплине, предложены вопросы и тестовые задания по темам, перед каждой темой приведены ожидаемые результаты обучения.

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THEME 1. LANGUAGE EDUCATION AT THE CONTEMPORARY STAGE OF SOCIAL DEVELOPMENT

Learning outcomes:

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2. Understand the role of language in intercultural communication.

3. Recognize the importance of language education in a multicultural and multilingual society.

4. Recognize the importance of language education at the state, public, and personal levels.

5. Understand the role of language in society and the factors that influence its status.

6. Understand the importance of language education in the development of a person's individual picture of the world.

7. Understand the relationship between language education and the cognitive and emotional development of the student.

8. Recognize the importance of cultural and social context in language proficiency.

9. Understand the concept of 'foreign language proficiency' and its components.

1.1 Language education as a value, or awareness of the importance of proficiency in modern foreign languages

Recently, the term "language education" has been used quite often, but at the same time there is no common point of view on its content among scientists and practitioners. Linguistic education is often understood as the process of mastering systematized knowledge, skills and abilities that allow one to carry out foreign language speech activity. In other cases, linguistic education is interpreted as a result of this process or as a system of educational institutions in which non-native languages are taught. Such a disagreement in views on the essence of the term "language education" testifies, on the one hand, to its versatility, and on the other hand, to the desire of didactics and methodologists to focus only on certain aspects of the functioning of language education, which, of course, does not allow to see the essential characteristics of this phenomenon as a whole. Therefore, in our opinion, it would be correct, taking as the "starting point" of the analysis of the term of interest to us, the multidimensional concept, to consider "language education" as: 1) value, 2) process, 3) result, 4) system Aspect division of the analyzed concept does not mean violation of its integrity. Moreover, to show its essence as a complex and multifaceted phenomenon can, in our opinion, only in the unity and complementarity of the above aspect characteristics.

If we accept the logic of B.S.Gershunsky's reasoning, then language education as a value involves the consideration of three axiological blocks:

- in language education as a state value;
- language education as a public value;

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- language education as a personal value.

Immediately, we note that we are talking about interconnected blocks. Only in the harmony of state, public and personal interests in the development of language education in the country, giving it priority importance at all considered levels is it possible to achieve high-quality results in solving not only the socio-pedagogical problems facing society, the state, education , but also social and cultural problems.

Awareness of language education as a value determines the relevance of the development and implementation of scientific and practical actions related both to the analysis of the attitude of the state, society and the individual towards it, and to ensuring the prestige of this education at the public-state and personal levels.

The role of any language is determined by its status in society, the state. Language can be an international means of communication. First of all, we are talking about the languages of global distribution and common human culture, which perform the maximum amount of social functions. These languages include, for example, English, Russian and German. If a language is spoken in a number of countries of a particular region (for example, German - in non-German-speaking countries), this language acquires the status of an interstate language. Language can also play the role of a state or local language.

As you know, the state and society are not identical concepts. Society may need to learn modern non-native languages. For example, the everyday reality of recent years testifies to the increased status of foreign languages in society. Today, no one doubts the fact that the dynamics of the country's social life and the new goals, scale and direction of transformations associated with it cause a public need for a large number of citizens who practically speak one or several modern foreign languages. Knowledge of languages, and especially languages of international importance, as a rule, gives an individual the opportunity to get real chances to occupy a more prestigious position in society, both socially and materially. Moreover, it is more and more realized that human resources become the wealth of society in a modern market economy and the development of information technologies, which act as the main strategic factor of economic and social progress. In solving this problem, an important role is given to language education as a factor that turns a person into a developed personality and expands his social and economic freedom.

Among the most important circumstances testifying to the demand for foreign languages in the modern world are: 1) the globalization of social integration processes; 2) interstate integration in the field of education; 3) access to experience and knowledge in the world, to great information wealth, to quality education2 in the country and abroad. At the same time, it is known that the public need for high-quality language education, due to certain circumstances, may not find support at the state level. The latter is expressed, in particular, in the lack of understanding by the heads of educational departments of the importance of familiarizing the younger generation with new means of communication, searching for the necessary material investments in the field of language education, etc. Insufficient funding from the state of the educational sphere, which, in particular, is the period of social

development of our country leads to an outflow of teaching staff from the educational sphere, does not allow adequately equipping the educational process with adequate material and technical means, etc., which, naturally, negatively affects the quality of linguistic and cultural training of students.

The current situation has quite natural features. The sphere of education as a whole is inextricably linked with the socio-economic formation within which it was formed and functions. B. Simon writes: "... the very understanding of the relationship between education and society changes with the passage of time, the degree of optimism or pessimism contained in it (if in this case the use of these highly valuable words is appropriate) depends on the economic situations. In other words, views that emphasize the importance of the role of education find support during periods of economic recovery, while during economic downturns, opposite ideas become popular. "

Socio-political and economic realities of social development affect not only the status of modern non-native languages, including foreign languages, but also the functions they perform in society. Today these functions in a generalized way can be formulated as follows: establishing mutual understanding between peoples - bearers of different languages and cultures; providing access to the diversity of world politics and culture (in the broad sense), including with the help of new information technologies. Language, and, consequently, linguistic education, act as an important tool for the successful life of a person in a multi-cultural and multilingual community of people.

Indeed, at the present stage of the country's development - a stage characterized by deep integration processes in all spheres of public life, language education acts as a significant medium, it forms (should form) the consciousness of the individual, his ability to be socially mobile in society, freely "enter" the open information space. Even under favorable conditions, the state and social significance of language education should be supported by its personality-oriented value. The latter is associated with an individually motivated and stimulated attitude of an individual to his own education in general and language education in particular, to its level and quality.

The personality-oriented value of language education is due to:

a) the degree of students' awareness of the importance of any non-native language as a means of communication in the modern multilingual and multicultural world;

b) a clear understanding of the requirements that are imposed on the level of his language training at each educational stage, and the technologies that allow him to determine this level;

c) personal need for the study of modern non-native languages and their practical use.

It is the last parameter, and not the legal status of a particular language (state language, official working language, etc.) that determines the prestige of the language and language education in general for a particular person.

In turn, at the state-social level, the prestige of language education depends on the degree and depth of intercultural integration in specific geopolitical regions, the

range of political, economic and cultural (including ethnocultural) needs for international cooperation and international cooperation. The creation of such conditions in society will allow to establish ways of reasonable satisfaction of public-state and personal needs and interests in the study of modern foreign languages and formulate a social order, i.e. requirements of the state and society for the linguistic and cultural training of students.

The social order is designed to harmonize state, social and personal needs in relation to modern non-native languages. Since, as noted above, in the socio-political, economic, ethnocultural context of the development of Russia, knowledge of languages becomes a necessary component of a person's personal and professional life, the requirements of the state and society for the results of linguocultural training of students should be expressed in the ability of the latter to use languages studied in real intercultural communication.

The focus on intercultural communication links the social order with the solution of the problem of the development of linguistic diversity in society (at the state-social level) to the multilingualism of its citizens (at the personal level). At the state-social level, linguistic diversity is currently understood not only to support and develop the languages of global or interstate communication. This concept also includes the protection, strengthening and development of local languages, i.e., regional languages and minority languages living in a specific territory (see: European Charter ..., 1994). In turn, the multilingualism of an individual means his knowledge of at least two non-native languages, or rather, possession of these languages (at different levels) as a means of intercultural communication with their "native" speakers. And in this case it is not necessary to speak about the languages of international communication, i.e. the most prestigious and generally recognized languages used in communication between peoples of different states.

Linguistic diversity and cultural diversity are currently considered one of the most valuable elements of the world, European and all-Russian cultural heritage and as a philosophy of intercultural social interaction in any multicultural and multilingual space. In the political sphere, it is also increasingly recognized that the diversity of linguistic communities and cultures, being an invaluable unique heritage, in the long run should turn from a factor that hinders dialogue between representatives of different cultures into a means of mutual understanding and enrichment.

The starting point in defining the essence of language education as a value is the thesis that the study of any non-native language should be accompanied by the study of the culture of the people - its carrier, and this process should proceed simultaneously, and not in separate, even intersecting planes. In this regard, it would be correct to speak of linguistic education in this aspect as a linguistic and cultural education, the result of which should be the multilingualism of citizens of society, realizing their belonging to a particular ethnic group, to the region of permanent residence and to the state as a whole, and also capable of self-identification in the world space. If a person is multilingual, regardless of whether

we are talking about foreign languages or the languages of the peoples of Russia, he should feel proud about this.

So, language education as a value makes the problem of harmonizing state, social and personal needs urgent in relation to the linguocultural training of students. This is connected, first of all, with the development of a set of institutional measures designed to promote: firstly, the strengthening of the status of modern non-native, including foreign, languages in society as a means of intercultural communication and as an academic discipline in the system of school education (in domestic education, this can be expressed in a consistent inclusion in all types of educational institutions , at least two non-native languages, in expanding the register of languages studied at school, including at the expense of the languages of the countries of the near abroad, etc.); secondly, the creation of conditions that guarantee each person, in accordance with his interests and needs and at each stage of his development, the study of a modern non-native language as an instrument that allows him to navigate in a modern poly-ethnic and multicultural society and successfully carry out intercultural interaction with representatives of different linguistic and ethnocultures, including within the multilingual and polyethnocultural space of their state; thirdly, the creation of situations of practical use of the studied languages as tools for intercultural cognition and interaction.

1.2 Modern language education as a result or the problem of mastering a foreign language and foreign culture

As for education as a result, its meaning lies in the fact of appropriation by the individual, the state, and society of all those values that are "born" in the process of educational activity (see: BS Gershunsky). Thus, the result of language education is determined at three levels: 1) individual and personal, 2) public and state, 3) general civilization '.

At the individual-personal level, it is primarily about the knowledge, skills and abilities that each student acquires in the educational process. In this sense, the result is usually assessed directly from the point of view of quantitative and qualitative characteristics of language / languages proficiency as a means of communication. But what is meant by language proficiency? What knowledge, skills and abilities are we talking about when we are talking about that? that a person "knows" this or that language

The answer to the questions posed in the context of new views on the processes of assimilation of a foreign language by a student can be briefly formulated as follows: to own a foreign language means to be able to speak, read, write, listen in a given language, while the main criterion for language proficiency is mutual understanding with communication partners, and not linguistic correctness (see: Bausch K. R., Kasper G., 1979; Selinker L., 1972; and others). One of the main conditions for language proficiency is the student's feeling that he can freely and without fear to use his speech and language experience.

Foreign language proficiency is a multidimensional concept. This concept includes, firstly, a person's knowledge of the so-called "objective" parameters of

communication and possession of these parameters. We are talking primarily about subject knowledge, conditioned by situations of communication and realized with the help of linguistic means. This also includes the knowledge of social relationships and the conditions for their implementation, necessary for the implementation of an individual communication program. Secondly, the basis of language proficiency is the readiness and ability of a person to analyze and evaluate communication situations, make an adequate decision regarding speech behavior and exercise control over their speech actions and the actions of their communication partners. These skills are based on knowledge of alternative possibilities of verbal behavior, including a repertoire of various parameters necessary and sufficient for analyzing the situation of communication and all its determinants. Thirdly, the ability to give a subjective assessment of one's own communicative potential and the ability to use variable behavioral possibilities, the adequate choice of which makes it possible to achieve the effectiveness of communication, are essential for proficiency in a foreign language. Fourth, when discussing the essence of the concept of "language proficiency", one cannot but say about the importance of a person's ability to use in his own speech activity and understand, when decoding the statements of other persons, paralinguistic and extralinguistic elements of speech communication. All components of the concept of "foreign language proficiency" can be reduced to general and communicative competence

General competence determines the cognitive activity of a person, his ability to communicate with someone else's linguistic and ethnoculture and learn about it. This type of competence includes:

1) declarative knowledge: knowledge about the world; knowledge from various fields; knowledge inherent in a specific culture and / or having a universal character (individual picture of the world); knowledge of the specifics of the studied language system;

2) individual psychological characteristics of a person, allowing him to carry out speech activities with varying degrees of success (for example, character traits, temperament, readiness and desire to communicate with a native speaker of the language being studied, attention to a communication partner, and to the subject of discussion, etc.);

3) skills and abilities that provide the student with an economical, effective mastery of a language and culture that is not native to him (the ability to learn: work with a dictionary, reference literature, use computer and audiovisual teaching aids, etc.).

Communicative competence is the ability of a person to understand and generate foreign language statements in a variety of socially determined situations, taking into account the linguistic and social rules that native speakers adhere to. In a generalized form, communicative competence is known to be:

1) knowledge about the system of the studied language and the skills of operating linguistic (lexico-grammatical and phonetic) means of communication formed on their basis - the linguistic component of communicative competence;

2) knowledge, skills and abilities that allow to understand and generate foreign language statements in accordance with a specific communication situation, speech task and communicative intention, - a pragmatic component of communicative competence;

3) knowledge, skills and abilities that allow to carry out verbal and non-verbal communication with native speakers of the target language in accordance with the national and cultural characteristics of someone else's linguistic society - the sociolinguistic component of communicative competence.

Thus, if we take into account all the components of the concept of "foreign language proficiency", we can state the following. The result of teaching students non-native languages cannot and should not be reduced only to mastering linguistic competence, as well as the ability to use various forms and methods of speech activity (written / oral, paralinguistic / extralinguistic). The object of teaching and study in the educational process in non-native languages, including foreign languages, is the above-mentioned set of knowledge, skills and abilities, and one of the learning outcomes is a certain level of proficiency in them.

The totality of knowledge, skills and abilities as a result of linguistic education is part of the universal human ability for verbal communication, but it also has its own specificity. What is this specificity? First, it is specific that in the process of mastering a non-native language, the student is introduced to new forms of expression that have their own national and cultural characteristics. Secondly, as is known, the basis of proficiency in any language is the universal ability to discourse. This versatility is partial. A certain set of discursive knowledge, skills and abilities assimilated by a person as the results of interpersonal communication is distinguished by cultural specificity, since any discourse is built according to the laws of a particular linguistic society. Thirdly, by mastering the language, a person learns (must learn, if we are talking about preparation for intercultural communication) a set of some extralinguistic, sociocultural knowledge, skills and abilities that characterize a particular foreigner as a representative of a certain linguistic-ethnosociety. Along with the linguistic knowledge, skills and abilities, which were discussed above, mastering this complex is of particular importance for adequate understanding and generation of foreign language speech. It should be noted that in recent years it is this aspect of teaching and studying non-native, including foreign, languages that has been the subject of keen interest of linguodidactists and methodologists. This interest is due to changes in the interpretation of the "image of a language" as an object of linguistic and linguodidactic research, which, naturally, could not but affect the understanding of linguistic education as a result. Let us dwell on this issue in more detail.

The evolution of the "image of language" in linguistics, which took place throughout the 20th century, is most naturally associated with a change in the "styles of scientific thinking" or scientific paradigms in linguistic research. From understanding language as "the language of the individual" and language as "a member of the family of languages" linguists move on to the interpretation of this phenomenon as a structure and then as a system; further - as a type and character, with the advent of the computer revolution, a computer approach to language is

being implemented, and, finally, at present, language is considered as "a space of thought and as a house of spirit". Each subsequent definition of the language does not replace the previous one entirely and includes some of its features. Therefore, the modern definition of language as a "house of the spirit" "... although it is colored somewhat in the tones of existential philosophy and hermeneutics of the 20th century ... nevertheless, if we understand it from the point of view of the history of science, it includes and the language of the individual, and the language of the people as a kind of constant of national culture, and much more, as a result of which only the definition of "house of the spirit" can be fully understood "(ibid.).

"The image of language" acquires the features of the "image of space", "in all senses of space, real, visible, spiritual, mental." It is this interpretation of the language that distinguishes modern linguo-philosophical reflections on this phenomenon. The definition "language is the house of being of the spirit" excludes the consideration of language simply as a tool, as an instrument of thinking and cognition. The role of natural language lies in the fact that it appears as the main form of fixing a person's knowledge of the world, as well as a source of studying this knowledge itself. AA Leontiev writes: "... any knowledge, even if it appears in a particular intellectual act in a non-linguistic form, can ultimately be reduced to linguistic knowledge; otherwise it is not collective knowledge. "

Human linguistic knowledge does not exist by itself. They, being formed through a person's personal experience and being under the control of the norms and assessments prevailing in society, function in the context of his diverse experience. Therefore, for a native speaker, to recognize a word means to include it in the context of previous experience, that is, in the "internal context of various knowledge and relations established in the respective culture as a basis for mutual understanding in the course of communication and interaction. ". The internal context is in the most natural way connected with individual knowledge, with an exit to the individual picture of the world.

The stated provisions are of great importance for understanding the specifics of the processes of teaching / learning foreign languages and the planned result. The educational process should be aimed exclusively at familiarizing students with the new language code. The result of this process should be the student's individual picture of the world with its universal and culturally specific characteristics. The latter are understood as the characteristics of both the linguistic and social environment in which the student "lives", and the foreign language environment characteristic of the bearer of a different culture, of a different language. Hence, the planned results in the field of teaching and learning foreign languages for students should be expanded by attracting categories related not only to the language experience of the students, but also to social, cultural, emotional. Since language is a means of transmitting thought and, as such, it acts mainly in the form of a kind of "packaging", the knowledge used in encoding and decoding a language is by no means limited to knowledge about the language. These include knowledge about the world, the social context of utterances, as well as the ability to extract information stored in memory, plan a discourse and much more. Consequently, the

understanding of communicative competence as a result of language acquisition, widely accepted in recent years within the framework of the communicative approach in teaching foreign languages, should be closely linked with the cognitive and emotional development of the student. This is due to the fact that for understanding and generating any foreign language text, a much broader context is needed than just a verbal one.

1.   What is the relationship between language education and economic situations according to B. Simon?

2.   What are the components of foreign language proficiency according to the reading?

3.   What are some important circumstances that indicate the demand for foreign languages in the modern world?

4.   What is the importance of language education in a multicultural and multilingual society?

5.   What determines the role of any language in society?

6.   What is the significance of the personality-oriented value of language education?

7.   What are the three axiological blocks in language education as a value according to B.S. Gershunsky?

8.   What are the functions of language in society according to the reading?

9.   How is communicative competence defined in the context of foreign language proficiency?

10.   What are the four aspects in which language education can be considered?

THEME 2. FACTORS DETERMINING THE SPECIFICITY OF THE MODERN EDUCATION SYSTEM IN THE FIELD OF FOREIGN LANGUAGES

Learning Objectives

1.   Analyze the objectives and content of educational policy in the field of foreign languages training

2.   Understand the role of school language policy in the educational sphere

3.   Analyze the role of socio-economic and political factors in the education system in the field of a foreign language

4.   Understand the impact of socio-cultural and individual factors on the education system in the field of a foreign language

5.   Understand the concept of 'education system in the field of a foreign language'

6.   Analyze the influence of state and official bodies on the language education system

7.   Recognize the importance of language policy in the educational sphere

2.1 Concepts of "education" and "educational system"

It is well known that in professional communication the concept of "education system in the field of a foreign language" can be used in at least three senses: 1) as a process or a set of educational processes in a foreign language; 2) as a system of educational institutions in which foreign languages are studied, that is, the system as a social institution; 3) as a socio-cultural sphere of activity to introduce citizens of society to a foreign language.

And this is not accidental, because the education system in the field of a foreign language is a complex social object, the analysis of which is accompanied by various "slices" from this object, each of which represents a certain picture of the whole. In turn, the education system in the field of a foreign language is only a separate element of the general education system in our country, and the analysis of the former (even while recognizing its objectively existing specificity) cannot fail to take this circumstance into account.

However, regardless of which aspect of the concept of "education system in the field of a foreign language" is the subject of consideration, it should be borne in mind that the basis of the functioning of this complex social system is not only the interaction of its elements with each other - the system of teaching the subject is in the closest connections with the environment in which it exists and develops.

The entire set of factors that determine the specificity of the education system in the field of a foreign language at all its levels and in all aspects of consideration can be conditionally divided into five groups: socio-economic and political factors, socio-pedagogical, socio-cultural, methodological, individual.

The first group of factors consists of the so-called socio-economic and political factors. As W. Edmondson and Y. House rightly note, "...socio-political factors must take precedence, since they determine whether foreign language teaching will take place at all..." ([99], p. 26). As for economic factors, their importance is currently increasing immeasurably due to the fact that school reforms in the world and in our country have an increasingly consistent economic justification, and the strengthening of the relationship between the economy and education is, as scientists note, a long-term trend. Ideology, the state and its economic needs, traditions and rituals of pedagogical consciousness have been and remain the leading guidelines for education in society. Since the education system in the field of a foreign language is one of the subsystems of the general education system, the remark made is most directly related to it.

Changes in socio-economic and political conditions inevitably entail changes in the requirements for the foreign language education system, for its main components, and for the nature of relations in it. First of all, this is manifested in the attitude of society towards a foreign language in general and to a specific language in particular, towards people who speak a foreign language, as well as in the requirements that society places on the level of foreign language education of its citizens at each specific stage of socio-economic development. In other words, socio-economic and political factors determine the social order of society in relation to the level and quality of foreign language proficiency by its citizens. The social order is expressed in the prestige/non-prestige of knowledge of a foreign

language, in priorities in choosing a foreign language, and in the social need for people who have practical knowledge of a foreign language as a means of communication. We can say that social order is a strategic guideline for school language policy in the field of foreign language teaching.

The higher the public demand for language knowledge and specialists who speak one or more foreign languages, the more significant the pragmatic aspects of teaching the subject become. The higher the need in society for new professional, personal, cultural, scientific contacts with native speakers of a foreign language, with the cultural achievements of different countries, and the more realistic the opportunity to realize these contacts, the higher, naturally, the status of a foreign language as a means of communication and mutual understanding.

Currently, this status is becoming even more significant as a consequence of certain factors characteristic of modern society:

— expansion of economic, political, cultural ties between countries;

— access to experience and knowledge in the world, great information wealth, including as a result of the development of international mass media;

— labor migration;

— interstate integration in the field of education and, consequently, the possibility of quality education in one's own country and abroad (in practice, one can say that studying a foreign language at the proper level is an indicator of modern education).

The openness of the policy of any state to the world community stimulates the processes of integration and internationalization of various spheres of human activity. The world is becoming "smaller and smaller", the concept of "community of people" is changing: representatives of different nationalities are beginning to increasingly feel that they belong to a community of a greater order than the "national community" to which they belong. It is interesting that the term "mobility" has come into use among Western European politicians, teachers and methodologists, which is understood as:

— the right of free movement and universal residence within the countries that are members of the European Community;

- the right to be free to receive professional education not only in one's own country, but also in neighboring countries;

— a person's ability to adapt to modern living conditions in a multicultural society;

- the ability to establish contact with native speakers even at an elementary level;

— the ability to overcome possible difficulties that arise in the process of contact with a foreign culture and its carriers; the ability to show tolerance towards foreign cultures.

In changed conditions, a person in his everyday, including professional, life increasingly "collides" with a foreign language. Moreover, integration social processes change not only the status of a foreign language in society, but also the functions it performs in this society. Establishing mutual understanding between peoples becomes a priority; providing access to the diversity of world politics and

culture.

Since it becomes increasingly difficult to navigate a new situation without the ability to intellectually and socially interact with people speaking other languages, the term "orientation" is proposed instead of the term "communication." Thus, language is seen as a tool that allows a person to better navigate the world around him; with its help you can create new world models and new world knowledge.

Consequently, knowledge of a foreign language is becoming a necessary part of a person's personal and professional life in modern society. All this in general creates a need for a large number of citizens who practically own one or more foreign languages and, in connection with this, receive real chances to occupy a more prestigious position in society, both socially and materially. From here it is clear that the social order of society in relation to a foreign language in connection with the presence of real access to another culture and its representatives is expressed not just in practical knowledge of the language (s), but also in the ability to use this language (s) in real communication.

At the same time, the new socio-economic and political situation determines increased requirements for the level of language training of students of all categories, including students of general education institutions. It is interesting that since the mid-80s, the emergence of the opportunity for many citizens of our country to actually use a foreign language in indirect/direct handling of its speakers was a source of some disappointment for most of them in the results of teaching the subject. It turned out that, despite the large material costs borne by the state for organizing mass foreign language teaching, as well as the significant efforts of teachers, the majority of those graduating from high school do not know how to practically use the language. Hence the sharp and somewhat fair reproaches addressed to methodologists, teachers, and textbook authors regarding the poor language skills of students. At the same time, particularly high demands are placed on a foreign language, like no other subject. After all, they do not reproach physical education teachers for the fact that schoolchildren have weak physical abilities, and they do not reproach mathematics teachers for the fact that the majority of school graduates immediately after graduation cannot prove this or that geometric or trigonometric theorem. And this is no coincidence. Firstly, most people believe that knowing a foreign language means mastering it at the level of their native language (as will be shown below, this statement is erroneous). Secondly (and this is the most important thing), knowledge of a foreign language is transformed in the new situation of social development into a category that is actually in demand in the practical and intellectual activity of a person.

The demand for a foreign language in society increases, in turn, the status of a foreign language as an academic subject in the system of general education for schoolchildren. For example, in our country, in recent decades, foreign languages have been among the compulsory academic disciplines, but management bodies and administrations of educational institutions, and above all employees of secondary schools, until recently treated it as a subject of compulsory, but not of paramount importance. This was expressed, in particular, in the reduction of teaching hours allocated to the study of a foreign language. For example, in the late

70s - early 80s, the number of teaching hours in secondary school was reduced from 18 to 14. Since 1985, when the state began to actively pursue an open policy towards the world community, increased interest in foreign languages has become one of the characteristic features of social life. The role and place of an academic subject in the general school education system is changing radically: a foreign language is being transferred to the category of academic disciplines of federal significance, taking a place in the general subject register next to the native language and literature.

The increased status of a foreign language as a means of communication stimulates a powerful movement of society towards new forms and models of teaching it as a subject. It is since the late 80s that early learning of a foreign language has been intensively introduced into mass teaching practice in our country, starting from kindergarten and (or) primary school. School and family strive to introduce the child to a foreign language as early as possible, thereby giving him (the child) an additional chance to navigate in a modern dynamically developing society with increasingly pronounced tendencies towards integration of all spheres of public life.

The school quickly responds to the public need for knowledge of a foreign language and includes a second foreign language in the curriculum, and sometimes, if conditions allow, a third.

Recently, there has been a great public need to introduce adult students to foreign languages, which has found expression in the opening of a large number of courses that provide the opportunity for adult students to study foreign languages, including using an intensive method, using modern technical means.

Thus, the socio-political and economic processes operating in modern society not only form a social order in relation to teaching a foreign language, but also create a favorable context for the implementation of this order. At the same time, as is known, financial and economic problems give rise to difficulties in implementing this social order in the field of education at all levels. For example, insufficient funding from the state for the education system as a whole has led in recent years to the outflow of some university and school foreign language teachers to commercial structures, to a shortage of teaching staff, and to a decrease in the prestige of teaching work. Pedagogical colleges and universities do not meet the need for teaching staff. For example, the need for foreign language teachers in secondary schools at the beginning of the 1995/96 school year was just over 6 thousand people, that is, about 5% of the total number of foreign language teachers. This indicates both a decrease in the prestige of teaching work and the fact that the increase in admissions to pedagogical universities in all specialties to 2 thousand people over the past three years (1994, 1995, 1996) had little effect on the actual output of specialists and the scale of their directions to work in the field of education.

These and other negative circumstances give rise to the contradictory nature of the modern system of teaching foreign languages. On the one hand, there is a rethinking of the role of a foreign language for society, the state and the individual in terms of increasing its status and strengthening the pragmatic aspects of learning

associated with access to real authentic communication; on the other hand, difficulties are noted in the functioning of the subject teaching system due to its weak material base. The latter, undoubtedly, negatively affects the quality of education in a foreign language, which is all the more unacceptable in the conditions of the formation of a democratic society focused on entering the world community.

Tactical actions to implement the social order, and therefore language policy in the field of school education in a foreign language, are determined by socio-pedagogical factors. This group of factors reflects, first of all, the level of awareness of those who are directly involved in educational policy in the field of teaching a foreign language, the importance of a foreign language as an academic subject in the general context of educational policy. This is expressed in determining the place and status of the academic subject "foreign language" in the general educational system and in a specific type of educational institution, as well as the number of teaching hours allocated to the study of a foreign language. The specific implementation of these provisions can be observed at the level of policy documents that determine state policy in the field of education, including language education. Thus, the effect of socio-pedagogical factors affects primarily the content of the academic subject at the level of the curriculum and partly the program.

In addition, as we have already noted, the foreign language education system is only one of the subsystems of general education. Consequently, the specifics of the first develop under the influence of general educational ideology. Therefore, we can say that the effect of socio-pedagogical factors is also expressed in conceptual approaches to the content of the academic subject "foreign language" and its (content) organization in the context of general educational tasks. The foreign language education system in each historical period of its development is designed to fully reflect the main trends in the educational policy of the state at a certain stage of its development and to translate into reality, first of all, the general educational goals of the education system as a whole.

How well this position is implemented is determined by the action of the so-called methodological factors that embody the social order of society in relation to a foreign language in the categories of methodological science itself. In this case, an important role is played not only by the results of scientific research in the field of methodology and related sciences, but also by traditions in teaching the subject that exist in society as a consequence of previous experience in teaching a foreign language in specific socio-economic conditions, as well as real opportunities, including material and technical, which the educational process has. All this in general makes it possible, to one degree or another, to implement the social order of society in methodological concepts for teaching foreign languages, programs, textbooks and manuals used in practice.

The degree of adequacy of the expression of this order fully depends on how consistently the fourth and fifth groups of factors are taken into account, namely: sociocultural and individual factors.

Sociocultural factors have recently become the subject of close attention

among methodologists [72]. These factors require consistent consideration of the socio-cultural context of teaching a foreign language, the concept of which includes such categories as the commonality/difference of the culture of the country of the language being studied and the original culture of the students; distance/proximity of the country of the language being studied from the country in which the foreign language is studied. Along with this, sociocultural conditions are determined by the attitude that has developed in society towards the people speaking a particular language, their culture, society, as well as the system of cultural and social relations accepted in society, etc.

As for the last, fifth group of factors, it traditionally worries both theorists and practitioners. The action of individual factors affects all levels of consideration of the educational system, including the level of material means of education. For example, at the program level, the degree of adequacy of the goals stated in it to the social order of society is fully determined by the level and quality of the individual interpretation by its authors of the objective laws according to which the educational process in the subject should be structured in a specific historical period of social development. To no less an extent, the achievement of effective results in the implementation of society's requirements in relation to the level of proficiency in a foreign language depends on the individual characteristics of all subjects of the educational process, and, first of all, on students and teachers who directly implement program settings. Therefore, a number of methodological studies examine certain aspects of the problem of organizing the educational process in the subject, taking into account the characteristics of the student population and the professional skills of the teacher, as well as the specifics of their interaction as subjects of learning.

Socio-economic and political factors are primary in relation to others. However, the high requirements for the training of schoolchildren in foreign languages, imposed by the objective laws of the development of society in a specific historical period, can be realized only if the theory and practice of teaching foreign languages is at a sufficiently high level, creating a "favorable context" for studying the subject at school. After all, it is well known that society has always, to one degree or another, needed people who practically speak a foreign language, but, as a retrospective look at teaching the subject, the concept of "practical knowledge of a foreign language" was clarified and specified depending on the level of development of the methodology and related sciences (see below).

Methodological science, as one of the subsystems of the general system of teaching a foreign language, has integrating properties. It "transforms" the requirements put forward by society and the general education system in relation to a foreign language as an academic subject into specific methodological concepts, curricula, teaching aids and recommendations for the organization and content of the pedagogical process. Let us note that the level of language training of members of society is negatively affected by the insufficient development of both psychological, pedagogical and methodological aspects of teaching a foreign language.

At the same time, training practice, due to certain circumstances, can slow

down or accelerate the process of introducing new effective forms and technologies of training. This most naturally affects the implementation of public requests in relation to a foreign language. Such circumstances limiting methodological progress include the weak level of professional training of foreign language teachers/THEMErs, their reluctance to abandon, for one reason or another, habits rooted in their experience in organizing the educational process, their inability to correlate methodological systems with specific learning conditions, etc.

It is also necessary to emphasize that in modern conditions of expanding professional and personal contacts between teachers and students from different countries, the exchange of methodological ideas and experience, turning to the analysis of the socio-economic and political context of studying/teaching a foreign language in a particular country, the general pedagogical ideology and methodological traditions acquires a special relevance. Without a proper analysis of this problem, methodological ideas that are alien to this society can be extrapolated to the conditions of another society, which can lead to a "failure" in the system of teaching the subject and ultimately to a negative effect, primarily in the practice of schools. For example, it is known that the desire of German methodologists to introduce outside their country. in particular in third world countries, the functional-pragmatic approach they developed in teaching German as a foreign language was not successful, since in different learning conditions the concept of "practical language proficiency" is objectively interpreted differently. This fact is another confirmation of the importance of analyzing the entire set of factors that determine the characteristics of a particular foreign language education system in order to establish the "objective value" of each methodological system.

Scheme 1. System of factors determining the education system
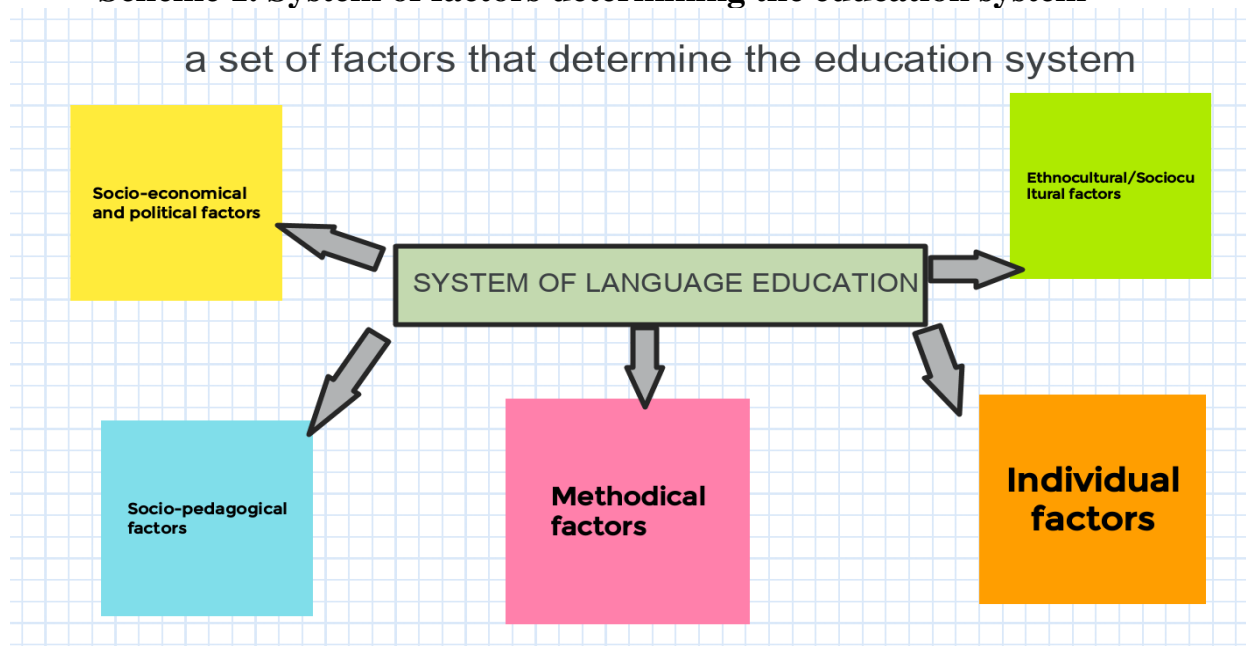
I.V. Rakhmanov, analyzing the paradigm of the relationship between the methodological system and the entire set of factors determining its specificity,

wrote: "In fierce debates about which method is better when teaching foreign languages, a number of very significant questions often remain unattended, namely: who do we want to teach, with what method? purpose, what language, etc., and yet this is very important when choosing a teaching method, because each method, under certain conditions has a certain objective value" ([67], p. 3). For example, the successful implementation of the provisions on which direct methods of teaching a foreign language are based, aimed at achieving the narrow practical goals of oral proficiency in foreign spoken language within a limited topic, is possible provided that the language being studied belongs to the same language group as the native one, and taught by a teacher who is a native speaker of the target language. In this case, training takes place in small groups of students, monolingual or multilingual in composition. In turn, comparative methods, pursuing not only practical but also general educational goals (primarily in terms of receptive language acquisition), can be used in mass schooling. In this case, an indispensable condition is that the students have one language as their initial (native) language, which the teacher must also speak. As I.V. shows Rakhmanov, the belonging of the native and foreign languages to different language groups is a favorable condition for the use of the conscious-comparative method.

In our opinion, the semantics of the concept of "learning conditions" should be expanded and not limited only to linguistic circumstances. The conditions for teaching a foreign language should be understood as the entire set of factors influencing the process of teaching/learning/mastering a foreign language. The different nature of the conditions for teaching a subject, in principle, excludes the possibility of creating a universal teaching method that would "satisfy" all teachers and students.

Firstly, the learning conditions determine the different target orientation of a particular foreign language course: a linguist studying a foreign language for the purpose of reading texts in his specialty is guided by different goals and needs than a secretary-assistant working in a company and focusing on conducting business correspondence, or a tourist who wants to feel relatively free during his trip to the country of the language he is learning.

Secondly, the choice of method (as a whole unity of teaching methods) and its effectiveness are influenced by different situations of learning a foreign language: whether the language is studied in a natural language environment or in conditions of remoteness from the country of the language being studied, etc.

Other arguments could be made confirming the complexity of the concept of "foreign language learning conditions" and its impact on the implementation of a particular teaching method. However, this is not our task. What is important for us is the conclusion that only a comprehensive analysis of the situation in its socio-economic and political contexts, in accordance with which the methodological system is built, makes it possible to comprehend new trends in teaching the subject in relation to the modern realities of social life. Subsequent sections of this work will be devoted to a more detailed analysis of these circumstances in relation to the domestic school.

2.2 Objectives and content of educational policy in the field of foreign languages training

It is known that the problems of language policy as an important component of public life in our country have traditionally received much attention. A reasonable solution to political and educational problems contributes to the socio-economic and cultural development of society and the creation of a favorable climate in interethnic relations, both within the domestic and interstate frameworks. At the same time, language policy is usually understood as a set of purposeful and interconnected ideological principles and practical activities carried out with the aim of solving various language problems in society and the state. We are talking about the conscious influence of the state and society on the existing language system, on the functioning, development and interaction of languages, on their role in the life of a people or peoples. The nature of this interaction is determined by the ideological norms and values prevailing in society, and is expressed in a set of appropriate measures aimed at solving political problems in the field of language education and education of members of a given society.

Educational policy in the field of introducing schoolchildren to foreign languages belongs to the sphere of language policy of the state and society. The following circumstances support this statement. Firstly, due to the inclusion of a foreign language in the school education system, the register of languages studied at school and, consequently, the range of possible and real communicative contacts between representatives of various foreign-language societies increases. Secondly, learning a foreign language changes the proportion of different languages and influences the processes of linguistic and personal (including cultural and speech) development of students, their awareness of the interdependence between themselves and all people on the planet in finding solutions to global problems. In addition, teaching a foreign language stimulates the processes of understanding the sociocultural portraits of the country of the language being studied and representatives of another linguistic society. Thirdly, the choice of a specific language for teaching/learning at school and, in general, the inclusion of a foreign language in the content of school education are determined to a large extent by the political positions and orientations of a particular society and state. Thus, the problems of school teaching of foreign languages have a pronounced political dimension.

It is from these positions that school teaching of a foreign language is either supported and developed, or, on the contrary, is, from a political point of view, undesirable in society. Since educational policy in relation to a foreign language acts as one of the elements of language policy as a whole and, therefore, is an integral part of the national policy of any state, it, in its main features, depends on the general principles of the latter. Consequently, language policy, including in the educational sphere of a foreign language, is aimed at establishing interstate and intersocietal contacts, preventing, regulating and overcoming conflicts that are possible as a result of suppression or unjustified exaggeration of the role of certain languages in society. In this sense, we can talk about the political "profitability" of

knowledge of languages - the languages of neighboring countries, the languages of immigrants, the languages of international and interethnic communication. As is known, it is from this perspective that language policy is, for example, an important tool for building a united modern Europe and one of the current areas of work of the Council of Europe.

Solving problems of language policy is of particular importance in a multinational state such as Kazakhstan. In the multicultural and multilingual space of the country, the goals and content of language policy are influenced by factors such as bilingualism/multilingualism, the uniqueness of national and interethnic relations, etc.

School language policy is an integral part of the language policy of the country as a whole. Therefore, it is characterized by the features of a general language policy. However, it also has its own specific features, which are determined by the goals and content of the general educational policy pursued by the state at a certain stage of social development. School language policy can be defined as the purposeful and scientifically based guidance by the state and society of the functioning and development of the school education system in the field of native and non-native languages. Since language policy in the educational sphere of a foreign language is an integral part of the school language policy, it can be defined as a set of targeted and scientifically based measures to guide the functioning and development of the education system in the field of a foreign language. It most naturally bears the features of both general language policy and school language policy. At the same time, she has her own goals and objectives.

The commonality of the country's language policy, school language policy and language educational policy in relation to foreign languages is that they are all strategically aimed at establishing peace and interaction between peoples, and in a multinational country, also at avoiding and eliminating interethnic conflicts. They are designed to contribute to the consolidation of society through the correct emphasis in the choice of languages studied and their priorities. As noted above, the current situation in Russia requires new approaches to solving language problems in society related to strengthening the national identity of the peoples inhabiting the country. This determines the focus of modern language policy on the rejection of the totalitarian "Russification" of the peoples of Russia and on the development of genuine multilingualism in the national regions of the country. The development of multilingualism in the country is possible only as a result of political actions aimed at the practical implementation of equality of languages. The consequence and instrument for realizing this goal in the educational sphere should be: 1) strengthening the role and importance of national languages in the education system; 2) development of national cultures based on the native language; 3) creation of new and improvement of existing national systems of education in the native language; 4) creating conditions for the widespread use of native languages both in the educational sphere and outside of school; 5) publication of literature, including educational literature, in national languages, etc. It is clear that this work should not be carried out to the detriment of any language and that in this system a due place is given to foreign languages.

The peculiarity of modern educational policy in relation to foreign languages is its focus on creating favorable conditions in the country for the study of a wide range of foreign languages by different categories of students in order to satisfy public and personal needs in the study of these languages. Therefore, the sphere of interests of educational policy in relation to school teaching of foreign languages includes a number of issues, the solution of which is aimed at creating favorable conditions for the functioning of the language education system. Firstly, these are questions about the choice of a foreign language to study at school and the language of instruction at school, about the number of languages studied and the sequence of their study, as well as about the choice of the age at which students should begin to study a foreign language. Secondly, we are talking about determining the amount of educational time allocated to studying a foreign language in one or another type of general education institution, and about the distribution of this time within one course. Thirdly, an important issue is related to establishing the status of a foreign language in the general school education system (compulsory/optional study of one/two/three foreign languages or optional). Fourthly, significant issues within the competence of educational policy in relation to a foreign language are the definition of forms of teaching a foreign language (division of classes into language groups, the number of students making up one group) and the justification of the standard in the field of training students in a foreign language and the means to ensure its objective assessment and certification. And finally, fifthly, a special role is played by solving problems related to the justification of the general strategic orientation of the school language education system, determined by the methodological basis of the methodological model of teaching the subject.

In addition, the above-mentioned goal of educational policy in the field of training students in a foreign language stipulates: 1) the search for ways to develop and more fully satisfy the educational needs of the country, region, and individual; 2) expansion of possible areas of practical use of the languages being studied, including through the intensive introduction of new information technologies; 3) publication of various literature, including educational literature, in a foreign language, preparation of various video and television courses and programs in a foreign language; 4) training of highly qualified teaching staff; 5) creating conditions for attracting specialists in the field of teaching foreign languages to different types of educational institutions, etc.

In other words, if we talk about school language policy in the educational sphere of a foreign language, then we should keep in mind a set of scientifically based ideas and systematic, purposeful and controlled activities adequate to them, which:

- support the positive traditions that have developed within the education system in the field of foreign languages, and stimulate innovative processes within it, thereby ensuring, on the one hand, stability in its functioning, and, on the other, its progressive development and improvement;

— lead to an improvement in the quality and effectiveness of language education in the country by ensuring the long-term development of the educational

system in the field of foreign languages, taking into account the change in its methodological and technological paradigms and the development of appropriate means of introducing and implementing new conceptual approaches.

Language policy in the field of school teaching of foreign languages affects the quality parameters of education as a whole. The validity of such a statement is confirmed by the fact that in this case we are talking about such categories as the ability for intercultural communication and interaction, the ability to understand one's own and others' reality, the ability to express one's thoughts and understand the thoughts of others, including representatives of other societies, the ability to speech and thinking activity, etc. As will be shown in subsequent sections of the book, this can be achieved only if the teaching of a foreign language is based on an understanding of the goals as the formation of the ability for intercultural communication and taking into account the principles of implementing its (teaching) personality-forming function.

The country's language policy, including in the field of introducing students of secondary schools to foreign languages, is aimed at implementing decisions, regulations, programs relating to language policy in general (for example, the choice of a particular language as the state or language of interethnic communication, as well as the language of instruction ; choice of foreign languages to be studied). At the same time, the interests of the broadest sections of society are taken into account: school language policy, as well as educational policy in relation to foreign languages, is an area in which broad discussions on certain aspects of language policy in general are possible and real. In other words, school language policy and, consequently, policy regarding school teaching of a foreign language is the level of specific consideration and implementation of problems of language policy in society, including those related to the study of a foreign language. This thesis is especially important because school language policy reflects social needs in relation to languages, including foreign languages studied in the school educational sphere. Thus, it expresses public opinion regarding the problems of language education being solved by the state and society.

The scientific and practical sphere of school language policy, as well as educational policy in relation to foreign languages, is designed to provide answers to the following questions:

— How do the state and other official bodies influence the language education system in the country?

— What is/should be the main point of such "interventions" and what is their effectiveness?

— What changes have occurred/should occur in a specific historical period in the system and functioning of state, non-state and other organizational structures that influence language policy in the field of school education? ([99], p. 55).

The quality of the solution to these issues is fully determined by how consistently the basic principles of educational policy in relation to a foreign language are implemented as an integral part of the general language policy pursued by the state and society in a specific historical period of their development. The nature of the trends developing in modern society and the

language education system, as well as the formulated goal of educational policy in the field of school teaching of foreign languages, make it possible to present these principles in relation to domestic conditions for teaching the subject as follows:

1. Educational policy in relation to a foreign language is aimed at preserving and supporting the linguistic and cultural pluralism that prevails in the country, and its enrichment by introducing students to a foreign language as a source of personal and social development. This means that as a result of political and educational decisions carried out at the state and public levels, the protection of national cultures and languages, cultural traditions must be ensured in the language education system. In addition, all possible prerequisites must be created to overcome national cultural centrism and expand opportunities for intercultural communication both within the country and abroad. Supporting cultural and linguistic diversity naturally requires expanding the "palette" of languages studied in school. The problem associated with the need to introduce students to other cultures in order to develop their understanding, respect and tolerant attitude towards the manifestations of others requires an educational policy regarding foreign languages in the context of a "dialogue of cultures" as a non-alternative philosophy of the worldview of the present and future in the life of modern society. The result of teaching a foreign language at each educational level should be the student's personality, aware of himself as a bearer of national values and having a developed worldview, primarily at the level of other linguistic cultures.

Consequently, one of the qualities of language policy in the field of school teaching of foreign languages is its sociocultural orientation.

2. Language policy in the field of school teaching of a foreign language is a set of scientifically substantiated and practice-proven measures that are aimed at creating favorable conditions for a consistent transition to a person-oriented educational strategy and tactics for teaching a foreign language. For these purposes, developing, interactive educational technologies should be intensively used in the educational sphere of foreign languages. In addition, the language education system should include measures aimed at expanding and developing the market for educational services in the field of foreign language teaching.

The stated fundamental provisions mean updating the content of education in the field of a foreign language, both in accordance with the needs of a particular individual, society, state and their (needs) interdependence, and taking into account the latest achievements of psychological-pedagogical, linguistic-didactic and methodological sciences. The personally oriented orientation of educational policy in relation to a foreign language is associated primarily with the satisfaction of individual rights to receive language education and the consistent implementation of social orders in relation to a foreign language. Every child at a certain stage of his development should have the opportunity and real rights to be included in educational structures, in accordance with his personal needs in learning a foreign language. At the same time, knowledge of a foreign language should be recognized by him as a personal value. In turn, the state and society are obliged to provide the child with this opportunity, providing him with a wide "palette" of educational options, however, subject to the preservation in the country of a single educational

minimum of language training for different courses of foreign language training. The education system in the field of a foreign language should be built on an understanding of the learning process as the interaction of all its subjects, and above all, the student and the teacher, as well as students with each other. At the same time, the structure of the student's linguistic personality and his ability to carry out foreign language communication at the intercultural level should be at the center of this process.

Consequently, the distinctive quality of educational policy in the field of teaching foreign languages at school is its personality-oriented orientation.

3.   In the context of increasing independence of regions and schools in determining strategies and tactics for teaching foreign languages, language educational policy is designed to prevent destructive trends in the development of the education system in the field of foreign languages and to promote the preservation of a single educational space of the country not only geographically, but also in sociocultural terms. A unified educational space involves the creation of a holistic and at the same time flexible and variable education system in the field of foreign languages. The integrity of the educational space is ensured by a single strategic line aimed at developing the student's secondary linguistic personality traits, making him able to communicate in a foreign language in an intercultural environment at a basic level. This means that in conditions of a fairly high degree of autonomy and independence of regions in the choice of educational strategies and with a general personality-oriented and socio-cultural orientation of regional educational language systems, the basic unity of the educational space must be preserved, expressed in the minimum requirements for students' proficiency in a foreign language.

The flexibility and variability of the education system in the field of foreign languages is created due to the following factors: 1) support and improvement of institutional teaching of foreign languages in state and non-state educational institutions of various types; 2) development, along with state, compulsory forms of foreign language training, various forms of additional training. At the same time, management and coordination of the activities of all institutions, as well as all subjects of the real educational process, must be carried out at a democratic level. Democratization of management is ensured by a regulatory framework that implements democratic relations between the management and executive levels of the education system in the field of foreign languages; democratization of the activities of subjects of the educational process - organizing this process on principles that reflect modern patterns of language teaching/learning in educational settings.

This principle allows us to highlight its flexibility, integrity, democracy and variability as the distinctive qualitative characteristics of modern language policy.

4. Educational policy in the field of school teaching of foreign languages is designed to promote: 1) the development and diversification of the language educational space; 2) the emergence of various innovations in the field of language education; 3) development of interregional and international projects in the field of teaching foreign languages, including the use of modern information educational

technologies; 4) creating conditions for the creative exchange of scientific and practical experience of subjects of educational and management processes.

In the course of planning and implementation of political and educational decisions and activities, it is necessary to keep in mind the importance of taking into account the peculiarities of domestic conditions for teaching foreign languages, regional and local specifics, as well as the possibility of integrating the Russian educational language system into the pan-European and global educational space. Therefore, important characteristics of modern educational policy in relation to a foreign language are its adaptability to the real capabilities of a specific region, a specific individual, as well as its integrative essence - a unifying principle in solving educational problems in the context of the interests of the region, the entire country, the European and world communities.

5. Educational policy in the field of language school education should be continuous, open and forward-looking. In the first case, it is meant that political and educational actions in the field of school teaching of foreign languages should be aimed at creating a continuous system of language education, which is ensured by the continuity and consistency of the content of teaching the subject at various educational levels. As a result of political and educational decisions, a system must be created in the country to meet the educational needs that arise both in society as a whole and in individual regions in the interests, first of all, of the individual. The created system is designed to satisfy a person's educational needs in relation to a foreign language throughout his life. The school system of teaching foreign languages plays a big role in this, solving, along with other tasks, the task of developing in the student the need and ability to independently learn the language, improve their knowledge, and realize responsibility for their own results in mastering a foreign language.

The openness of educational policy regarding foreign languages is primarily due to the involvement of a wide range of specialists and the public, including parents and students, in the decision and discussion of political and educational issues. The openness of language educational policy is due to the need to create a rich and detailed educational environment in the country, in which the student navigates completely independently, striving to achieve his educational goals. This educational environment should combine both traditional means and methods of teaching, and new information technologies for teaching.

The forward-looking nature of language educational policy means that with its political, organizational and content decisions, this policy should be ahead of today and be aimed at tomorrow, i.e. on

perspective. This requires: a) a thorough analysis of all factors that determine the educational system in general and in the field of foreign languages in particular; b) taking into account the most promising results of psychological, pedagogical and linguistic sciences, methodological theory and practice; c) studying trends in socio-political development both within the country and in the international arena. The determination of promising directions for the development of the language educational system is determined by the ability of all its subjects to focus attention and resources on the key problems of the functioning and

development of this system.

Consequently, the continuity and openness of educational policy in the field of teaching a foreign language are its invariant qualities necessary for the implementation of the ideas of language education throughout life. In turn, prospects are a quality that determines the feasibility and necessity of ongoing educational activities in the field of teaching foreign languages from the point of view of their significance in the future.

6. Taking into account the sociocultural environment of the modern education system in the field of foreign languages and the general educational trends towards democratization and regionalization of the educational sphere as a whole, we can say that educational policy in relation to foreign languages is a real mechanism of social and cultural development of various regions and the country as a whole. An important condition for the implementation of this principle is the level nature (federal, national-regional, municipal, school) of resolving political and educational issues in the field of school teaching of foreign languages. The level character is ensured by an organic combination of the mandatory educational minimum content of foreign language teaching, established at the federal level, and content that takes into account regional, national and local characteristics.

In this regard, we can formulate another important quality of language policy in relation to foreign languages - the level nature of its planning and implementation.

So, the policy in the field of introducing students of general education institutions to foreign languages should be aimed at ensuring harmony between society, the state and a specific individual. As noted above, the state/society may not feel the need to implement language policy in the school educational sphere at the state/society level (for example, if foreign languages are not studied in educational institutions). However, if the academic discipline "foreign language" is included in the system of general education subjects, then the content of the state/public policy in the field of foreign language teaching as part of the school language policy should include measures taken at the institutional level to maintain or change the conditions and norms of the system's functioning education in the field of foreign languages. These activities are systemic in nature and, as shown above, are planned and implemented at different levels. Let us dwell on this issue in a little more detail.

In connection with the consideration of the level nature of educational policy in relation to foreign languages, let us turn to the system of levels of planning and implementation of such policies proposed by E. Edmondson and J. House ([99], p. 63). Thus, the macro level is the level of institutionalization of language policy. It reflects the socio-cultural (broadly understood) context in which language education policy as a whole operates (provided that this policy is implemented) and is formed. It is at this level that the search for answers to problematic questions put forward by society and the state in the field of language education is carried out (see above).

At the intermediate level - the level of implementation of language educational policy - it is planned to implement measures regulating the mechanism

for its implementation. As W. Edmondson and J. House rightly note, the intermediate level is "responsible" for the implementation of socio-political decisions made by the state/government in relation to a foreign language into social institutions dealing with certain educational aspects. Such decisions include: 1) development of framework conditions for the creation of didactic and methodological documents (for example, curricula); 2) creation of textbooks and teaching aids, etc.; 3) organization and content of examinations in the subject.

The authors believe that the organization and content of exams play a significant role in determining the main directions of educational policy in the field of school teaching of foreign languages. One cannot but agree with this. Indeed, depending on whether the holding of exams in a foreign language is centralized or this procedure for checking the level of language proficiency of students is quite democratic (in terms of the choice of objects, methods and forms of monitoring the level of learning in the language being studied), the attitudes of students and teachers to the process may change and the content of foreign language teaching in general. It is quite obvious that both students and teachers, as well as school administration, pay more attention to the academic discipline "foreign language" if exams in a foreign language are mandatory.

As for the micro level, it represents the direct implementation of political and educational ideas and solutions into the practice of a particular educational institution. At this level, the leading role in the implementation of political and educational tasks in the field of preparing students in a foreign language is played by the teacher and student, their system of relationships, including the content and organizational aspects of a specific educational process.

Assessing, in general, the positive idea of level planning and implementation of support and stimulation of education in the field of a foreign language, proposed by the authors, one cannot help but notice that this idea can hardly be applied to the conditions for the implementation of language policy in our country. This is due to the following reasons. Firstly, the presented levels of implementation of language educational policy do not reflect the specifics of the educational multicultural and multilingual "background space" of a multinational state, which is Russia. The authors actually propose only two levels of planning and implementation of political and educational issues - state (in our understanding - federal) and school. Regional levels are not represented in the authors' concept. Secondly, this scheme does not reflect the tendency towards the implementation of democratic processes currently taking place in the educational sphere. As noted above, these trends are associated with the independence of regions and specific types of secondary schools, the variability of the system while maintaining its invariant core, etc. Thirdly, a number of substantive parameters presented in the scheme of levels of planning and implementation of language educational policy are not relevant for the existing the present time and (apparently, in the near future) domestic teaching practice. These parameters include, in particular, the examination system proposed by the authors at the intermediate level.

We will try to give our vision of the level organization of language educational policy that is adequate to the domestic sphere of school teaching of

foreign languages.

The first level of planning and implementation of political and educational decisions in the field of foreign language education is federal. At this level, an analysis of all the conditions of existence of the language educational system is carried out in order to formulate the strategic goals of educational policy in the field of school teaching of foreign languages in a specific historical period of development of society and the language education system. At this level, the tasks that are socially significant for society in the field of language education are comprehended and a social order is formed in relation to teaching a foreign language. The formation of this order is determined by a combination of socio-cultural factors operating in society at a specific stage of its development. Only with consistent consideration of these factors is it possible to create adequate conditions for the dissemination and support of a foreign language in educational settings, regardless of whether we are talking about early teaching of a subject or teaching older students.

As noted above, educational policy in the field of foreign language teaching, affecting the interests and needs of broad sections of society, is determined and regulated directly by the state and relevant government institutions: ministries and other governing bodies of school education, the school as an educational institution, etc. In addition, the decision of the political -educational tasks are also carried out by public, state and private institutions: publishing houses, the media, associations of foreign language teachers, the public represented by parents, etc.

The influence of the state, i.e. educational authorities, on educational policy in the field of foreign languages can be indirect and direct. The state has an indirect influence on the language education system through the media and publishing activities, which ensure the development of the sphere of introducing citizens of society to foreign languages. Since, as already noted, we are interested in the possibilities of direct regulation by the state and the relevant state bodies of language policy in the field of school education in the field of foreign languages, we will talk about state activities aimed at the language education system with the aim of reforming, improving, supporting, etc. These activities are expressed in policy documents, program and methodological materials developed in the bowels of state institutions of federal significance and, as will be shown below, forming a certain system. The system of program and methodological documents aims to create conditions for the support and development of the unified educational space of Russia and to ensure the regulatory framework for the functioning of the education system in the field of foreign languages within the framework of the general educational policy and the unified educational space of the country. Consequently, at the first level of support for a foreign language teaching system, we are talking about documents that make this system legitimate in the general educational context of Russia.

Federal language educational policy is associated, first of all, with the legal regulation of relations in the educational sphere of foreign languages between federal governing bodies and organizations with federal status, as well as governing bodies of the constituent entities of the Russian Federation, local

governments, educational institutions implementing educational programs in foreign languages, parents , public organizations, etc.

The success of educational policy in the field of foreign language teaching is largely determined by how timely and consistently the public and personal needs for language learning are interpreted at the institutional level, i.e. in documents at the federal level, and above all in the state educational standard, concepts of teaching foreign languages for different types of educational institutions with federal status. The quality of information and science-based support for educational policy in the field of foreign languages is determined by representatives of methodological science, their assessment of the achievements of the development of theory and practice of teaching the subject.

The second level of formation and implementation of policy in the field of language education is national-regional. Due to the fact that the new educational policy in general provides greater independence to the regions - constituent entities of the Russian Federation, it is at the national-regional level that the social order formulated at the federal level is being clarified. The social order is specified in relation to the national, regional and local conditions of the functioning of the education system in the field of foreign languages. At the second level, an educational strategy is developed that is adequate to the sociocultural context of the development of a particular region. In the field of foreign language teaching, this is reflected primarily in the development of the National-regional component of education in the subject, correlated with the national requirements for the level of language training of students, and the regulatory framework of the regional educational system, consistent with the laws adopted by the federation flax level. Such activities make it possible to implement the basic principles of language educational policy, aimed both at the development of democratic processes in the educational sphere of a foreign language, and at supporting a unified educational space in the country. At the regional level, regional programs in foreign languages, textbooks and teaching aids should be created, technologies for teaching the subject should be developed that fully take into account the characteristics of the region/national education, its needs and capabilities, including in the educational sphere.

The third level - municipal - involves the planning and implementation of language educational policy based on understanding all the instructions and regulatory framework of the education system in the field of foreign languages, taking into account the real capabilities and needs of schools that fall within the competence of a specific municipal education authority. It is at this level that the development and approval of curricula, training course programs and academic disciplines takes place. This work is carried out on the basis of the requirements of the educational standard for foreign languages and taking into account the national-regional component of this standard. Local municipal governments develop and approve specific work programs for foreign languages, implemented in various types and types of schools. The quality of these documents is determined by the level of professional qualifications of representatives of these institutions, understanding of the significance and functional orientation of the educational

standard in a foreign language, its federal and national-regional components.

Of particular importance is the right of municipal authorities to determine, taking into account local specifics, the specific content of the basic curriculum, including with regard to the choice of foreign languages studied. Since "foreign language" in primary school is not, according to the basic curriculum, a compulsory subject and its inclusion is determined by the decisions of regional and local governments, as well as schools, we can say that the future of models 3 and 4 fully depends on them , according to which the study of a foreign language should be carried out from primary school.

The third level is "responsible" for the material, technical and methodological support of the educational standard in a foreign language and for monitoring the fulfillment of the requirements of this standard by students and employees of the educational institution. It should be borne in mind that in the modern educational sphere, the originality of the school and the strategies and tactics it adopts for teaching foreign languages should be supported by internal pedagogical logic, and not by the logic of external control, as was previously the case. If municipal educational authorities and school administrations are aware of the importance of a foreign language in the modern world, then they are trying to create all the necessary conditions for including a foreign language in the register of academic disciplines taught at school at all levels of education. The quality and effectiveness of the educational process depends on the joint activities of the administration and foreign language teachers.

The fourth level is the level of direct implementation of the ideas of language educational policy in the real teaching and educational process in a foreign language, the main subjects of which are students and teachers of a foreign language. A correct understanding of socially significant tasks in the field of teaching a foreign language and personal needs in language knowledge on both the part of the student and the teacher determine the quality of implementation of the basic principles of language educational policy and, consequently, the quality of language training of students at each stage of education. This provision is also important because currently the student has the opportunity to choose a language to study and an option for teaching this language, as well as, together with the teacher, an educational strategy and tactics for teaching a foreign language. In turn, the teacher faces the choice of means and technologies for teaching foreign languages necessary to meet the requirements of the educational standard. The ability to make the right choice of tactical steps in teaching a subject is a new professional quality of a teacher, which has become relevant in recent years of the development of the education system in the field of foreign languages. This skill, along with others, underlies the teacher's ability to transform his chosen teaching tactics and adequate means of its implementation in accordance with the requirements of the educational standard in the subject for a specific educational level, organize this content and adapt it to the characteristics of students and the real conditions of learning at school .

As is known, the state can either strictly regulate the functioning of the language educational system, or implement a flexible educational policy without

strict dictates from above. In the second case, there are all real grounds for all subjects of the educational process to demonstrate creative initiative and responsibility for the planned results of learning a foreign language, i.e. for the implementation of language educational policy. The degree of awareness by the state and government of the importance of citizens studying a foreign language is expressed in the relevant documents and directives that determine the activities of all structures and organizations to maintain and develop the educational system in relation to the languages being studied.

A number of countries have adopted laws/programs whose purpose is to create a legal framework for the implementation of language education policy. At the same time, we are talking not only about national languages, but also about creating multilingualism in the country through the foreign languages studied at school. For example, the reform of the educational system that began in Argentina in the 1993/94 academic year was based on a special law, one of the articles of which ("Languages") noted the strategic directions for reforming the entire system of language education, including in the field of foreign languages. However, in the context of the need to create a multicultural and multilingual space in the country with the involvement of foreign languages as means of international significance, it was necessary to reconsider the role and status of foreign languages in society. Therefore, since 1996, a separate article has appeared in the Law, relating only to foreign languages.

As for Russia, we have to admit that at the state level, after the Decree of the Council of Ministers of the USSR "On improving the study of foreign languages" of 1961, unfortunately, not a single document was published concerning the study of a foreign language as the main element of the national language policy. The Ministry of Education regularly publishes methodological letters, which only state the current state of affairs in the field of teaching foreign languages in schools and identify priority areas for improving the process of teaching the subject.

Currently, the problems of language educational policy are being resolved within the framework of the development and implementation of the "State educational standard for basic general education." Of course, the inclusion of a foreign language in the educational field "Philology" of the State Standard of Basic General Education is its recognition as one of the important academic subjects for all types of schools. But at the same time, unfortunately, one cannot help but admit that this document does not reveal the state's position in relation to foreign languages as an important tool of international integration.

As noted above, one of the important problems included in the circle of "interests" of language educational policy is the problem of choosing a foreign language to study at school. An analysis of world practice shows that different countries approach this problem differently. In some cases, the state directly influences the choice of languages studied in school. This happens, firstly, as a rule, in a multinational society, when it comes to the coexistence of many languages/dialects and the state "chooses" one language as the language of interethnic communication or the language of education (see examples above). Secondly, the state can, for economic and organizational reasons, dictate "from

above" which foreign language should be studied in which schools (for example, the situation with second foreign languages in Greek schools). However, it should be noted that such cases are quite rare in world practice. How As a rule, strict regulation by the state/government concerns the first foreign languages, the study of which is a compulsory subject in all types of schools. The choice of second foreign languages for study at school is most often carried out at the regional and school levels. In a number of countries, several languages are offered for learning a foreign language as a first language (which in this case are equal); From the same set of languages, the selection of second and third languages is carried out.

As for foreign languages offered for study in domestic schools, their selection has traditionally been strictly regulated by the state (see, for example, "On improving the study ...", 1961). The state exercised strict control over the process of selecting foreign languages studied at school through personnel policy. In addition, this process was regulated by directives regarding the number of language groups (students) for each foreign language in schools.

As you know, since the mid-80s of the last century the situation has changed radically. The school received freedom in selecting and organizing the content of education, including which foreign languages are offered to schoolchildren. Therefore, the factors that determine the choice of languages at school are the status of a foreign language in the world, the prestige/non-prestige of the language as a means of communication, the social and personal needs of citizens of society in learning a particular language.

In conditions of free choice of a foreign language, as was shown earlier, the English language takes priority. This situation, typical not only for the domestic school, but also for foreign ones, in particular Western European ones, gives rise to inconsistency in modern language policy in the West: on the one hand, the idea of multilingualism and the education of the so-called "Eurocompetent individual" is proclaimed in the new European space, on the other hand, It is difficult to implement this idea, since English has the predominant right in many Western European schools (as well as in the world).

The process of "displacement" of other foreign languages from the curricula of domestic and foreign schools by English can be explained by objective reasons: extralinguistic (world leadership of the United States in the political, economic and cultural sphere) and linguistic (the presence of a large number of industry terminologies in this language, and primarily in the field of computerization) properties. However, it is hardly advisable to blindly follow the current trend in language educational policy. In our opinion, those researchers are right who believe that the widespread inclusion of English as the main foreign language can lead to negative consequences when the existence of all other foreign languages in the curriculum is threatened. The latter are assigned the role of "orchids", requiring great effort and attention from educational authorities and teachers so that these flowers do not fade. Of course, it is impossible to control the dynamics of prestige/non-prestige of a foreign language, but it is possible and important to establish the main trends of this development for the organization and implementation of language educational policy. In order to somewhat reduce the

process of the "offensive" of the English language on school curricula, the state needs to carry out targeted measures to implement language educational policy aimed at stimulating multilingualism in society. In this regard, the experience of a number of foreign countries may be useful.

Most countries strive to remove the contradiction between the foreign languages studied in school by introducing two, and often three, foreign languages into the curriculum. In this way, an attempt is made to expand the list of languages offered to students, on the one hand, and on the other, to realize the modern goal of familiarizing students with at least two modern foreign languages. At the same time, we can point to several models for solving these problems in relation to secondary school: 1) one compulsory foreign language, which is studied throughout the entire course of study, and a second foreign language as a compulsory elective subject, offered in middle school or high school (Chile, France , Greece, Korea, Morocco, etc.); 2) of the two official state languages in different ethnic regions, one language is offered as the first (native) language, the second - as a foreign language; Additionally, a third foreign language may also be offered as an elective subject (New Zealand, Luxembourg, etc.); 3) one compulsory foreign language and a second foreign language as an elective subject along with other academic disciplines ("Music", "Art", etc.) - (Algeria); 4) one compulsory FL, a second FL and a third FL, which is introduced optionally (as an elective subject) or offered at the senior stage instead of a second FL (Netherlands); 5) three foreign languages as compulsory academic disciplines (this model is not widespread and is found in bilingual schools, private schools, gymnasiums in Finland, Greece, etc.).

However, despite the fact that the school offers its students several foreign languages to study, it is not possible to establish equality between the languages. This is explained by the fact that in many countries English is the first compulsory foreign language, and Other foreign languages enter into fierce competition with each other or with other academic disciplines, since they are offered as elective academic disciplines.

Based on the foregoing, we can conclude that measures taken at the state level to implement language educational policy should be aimed at supporting and developing true multilingualism in the country, as well as creating conditions in which all languages studied will be equal, and all students will have the opportunity to join several foreign languages. In addition, it is important to create conditions in society for the practical use of foreign languages by students at every stage of schooling. We are talking about expanding the "borders" of intercultural communication, including using new information technologies. Teaching a foreign language in a multinational society should be aimed at developing a deep individual and social level of citizens of society who are aware of their belonging to a certain ethnic group, to the region of permanent residence and to Russia as a whole, and also capable of self-identification in the global space. This becomes possible if systematic and controlled political and educational activities in the field of foreign languages are aimed at implementing the basic principles of language educational policy formulated above and creating an "open" system of language

education, which is characterized by: sociocultural and personality-oriented orientation; democracy, variability, adaptability; the presence of real conditions for the integration of the Russian language educational system into the pan-European and global one; continuity and prospects.

In connection with the above, we will try to determine the prospects for the development of the content of language educational policy in relation to the domestic conditions of teaching foreign languages at school.

To improve the educational processes in a foreign language taking place in a modern school, it is important to create a methodological model that would be adequate to the current understanding of the specifics of a foreign language as an object of assimilation and learning and, regardless of the type of school and option for studying a foreign language, is aimed at developing the student's ability and readiness to authentic intercultural communication. This methodological model is designed to form the student's self-awareness as a cultural and historical subject who feels responsible for the future of his people, his country and humanity, recognizes the equality and dignity of all cultures and shows readiness and ability for intercultural interaction.

Within the framework of this model, every student who wants to achieve personal and professional success in the future should have the opportunity to join one, and in the future, two foreign languages. □ We are talking about increasing the status of the academic discipline "Foreign Language" at all educational levels, including preschool and primary school education. In this regard, the following become relevant: 1) development of educational standards for foreign languages (and, consequently, a system of language proficiency levels) for each educational level; 2) determining the principles for highlighting the minimum content of education at the state and national-regional levels; 3) creation of a system of final certification in the subject in primary and secondary schools that is adequate to the requirements of state standards, as well as programs, textbooks and other modern teaching aids.

The creation of educational standards for secondary education should not be carried out in isolation from work on vocational education standards. It is necessary to ensure continuity between these standards, while the created system of language education should not "force" everyone to study a foreign language. This system should create conditions in which the process of learning a foreign language accompanies a person throughout his life. In this sense, both work on developing students' ability to independently master a foreign language and assess their level of learning, as well as the use of modern telecommunications, may be of particular relevance and promise.

Changes taking place both at the geopolitical level (new integration trends in Europe and the world, migration processes, the formation of new states in connection with the collapse of the USSR, etc.) and within Russia (democratization of public life, strengthening the role and significance of national languages, which have become individual national territories by state ones, etc.), require the development of true multilingualism (native language, Russian language as a language of interethnic communication and as a state language, foreign languages).

In this regard, the urgent task is related to the development of national culture on the basis of the native language, education in the native language and the widespread use of native languages in various spheres of life of national territories. It is also equally important to create conditions for studying, along with Russian and native languages, foreign languages (non-native languages) as a real means of communication and mutual understanding with representatives of other cultures, as well as for using foreign languages as a means of teaching other subjects m (training on a bilingual basis). Expanding the opportunity for students to make intercultural contacts makes it relevant to develop such a part of the overall program of interconnected communicative, sociocultural and cognitive development of students as a methodology for school intercultural exchange.

In conditions of mass teaching of a foreign language, it is necessary to differentiate significantly more clearly the objectives of learning in relation to the needs of different categories of students. Taking into account the "polyphony" of the goals of teaching a foreign language in modern society, it should be borne in mind that at present, teaching a foreign language is closely connected with the availability of real access to another culture and its representatives. This situation is a logical consequence of the new socio-economic and political situation in modern society, in which the phenomenon of foreign language manifestation is becoming an everyday reality. Under these conditions, the student is required not just to know the language, but to be able to use the language being studied in real communication and be willing to engage in this communication. No less significant are the educational aspects of teaching a foreign language, the implementation of which should ensure human life in the new economic conditions with the openness of state policy to the world community. Moreover, the educational aspects of teaching a foreign language are further developed in connection with the orientation of teaching the subject to situations of intercultural communication and, consequently, to the knowledge of other normative, value positions, opinions, assessments, etc.

Within the framework of the education system in the field of foreign languages as a set of social institutions dealing with certain aspects of teaching a subject at school, educational policy in the field of teaching foreign languages should become one of the priority areas of state policy. It should be aimed at creating conditions in which foreign languages should cease to be "exotic" and the privilege of individual citizens. Possession of it should become an integral element of the culture of every person, providing him (the person) with the opportunity to be mobile and free in the new pan-European space. To do this, it is necessary at the state, national-regional, municipal and school levels of planning and implementation of political and educational actions in the field of foreign language teaching to resolve issues related to the development and adoption of a number of regulatory documents that make it possible to improve the status of the academic discipline "Foreign Language" » at all educational levels, as well as the introduction into the educational process of promising methods and means of teaching foreign languages, including the means of new information technologies.

The activities of all elements of the system under consideration (managers and executives) are designed to contribute to the creation in the country of a favorable context for the development of: 1) multilingualism, including with the involvement of foreign languages; 2) mutual understanding and interaction between representatives of different cultures in the conditions of intercultural communication.

Stimulating multilingualism in the new geopolitical and internal political conditions in Russia dictates the need to develop a multivariate language system, including both institutional and additional, optional opportunities for studying non-native languages. For these purposes, it seems promising to realize at the level of both administrative bodies and educational institutions the need to expand the "nomenclature" of foreign languages being studied, including taking into account regional conditions. Along with the traditionally taught English, German, French and Spanish languages, the teaching of other foreign languages should be supported, as well as the number of schools in border regions teaching the languages of the "neighboring" republics and CIS countries should be increased. This circumstance will expand the opportunities for students to make intercultural contacts.

In connection with the latter, it is relevant to develop such a part of the general program of interconnected communicative, sociocultural and cognitive development of students as a methodology for school intercultural exchange. No less important is the substantiation of the socio-pedagogical and methodological foundations of teaching foreign languages in areas bordering other states (Projekt Fremdsprachen... 1998). Studying the language of the "neighboring" country will make it possible to put into practice the idea of learning a foreign language in the aspect of the intercultural paradigm. Thus, one of the leading principles for selecting languages for study in school should be the principle of focusing on the practical needs of interethnic communication both within the country and between bordering countries. - It is also important to include a second foreign language in school curricula and, consequently, the development of appropriate programs and textbooks. Since one of the main functions of management bodies is to determine the "meaning" of the activities of lower-level institutions and organizations, they have a special role in solving this problem. As already noted, unfortunately, the new educational standard for general secondary education developed at the federal level does not provide for such an opportunity. While in Europe today the task is to educate Since all schoolchildren have at least two foreign languages (at the same time, the age at which children become familiar with a foreign language is increasingly decreasing), in our country a second language is the privilege of only individual students. The inclusion of a second foreign language in the school education system is an urgent requirement of today. It will expand the "nomenclature" of languages studied at school, relieve the tension arising from the displacement of other foreign languages by English and create real conditions for linguistic pluralism.

Of course, at the managerial level it is necessary to think through a training program for the appropriate teaching staff - For teaching second foreign languages,

languages of "neighboring" countries, including CIS countries, as first and second/third foreign languages. But at the same time, since there is an increasingly noticeable tendency both in the world in general and in Russia in particular to expand the "geography" of English as the first foreign language, it is necessary to provide for the need for a large number of teachers of this language and specialists who can teach all other languages as second/third.

The educational system must eliminate possible "dead-end options" for learning, when the foreign language studied at school is not represented in the curricula of higher educational institutions. A similar situation arises, in particular, with the Spanish language. The inability to study it in higher educational institutions prevents the choice of this language as the first foreign language at school. Every citizen of the country at any age should be given the opportunity to freely choose a foreign language and the opportunity to continue studying it in different types of educational institutions.

In the country's secondary schools, it is necessary to launch educational work among the public and, above all, . among parents, to reveal the practical and educational value of any foreign language. This thesis is of particular relevance for primary school (it was indicated above that in early education the disproportion in the choice of languages is especially pronounced). Regardless of what foreign language a small child studies, it is important that with a properly organized methodology, its study creates a reliable basis for the general development of the child and for further successful study on the created linguistic basis of any other language. This approach will, in our opinion, relieve tension in deciding between English and other languages.

Of particular relevance is also the creation of a unified system of certification/assessment/self-assessment of the level of language training of schoolchildren, taking into account European realities and allowing everyone to integrate into the pan-European context. No less important is the development of a new generation of foreign language textbooks, reflecting the general focus on developing in students (at a certain level) the ability for authentic intercultural interaction with native speakers of the target language. New information technologies, organically included in educational and management processes, can play a major role in the implementation of promising political and educational ideas.

Essential Questions
1.   To what extent do socio-economic and political factors shape the education system in foreign language instruction?
2.   How do methodological factors influence the implementation of societal demands in teaching foreign languages?
3.   In what ways do sociocultural factors impact the teaching of foreign languages?
4.   How do individual factors contribute to proficiency levels in a foreign language?
5.   What are the key objectives and curriculum components of educational policy in the realm of foreign language training?

6.   How does school language policy in foreign language education reflect specific characteristics of the educational sphere?

Questions

1.   **What is the primary goal of educational policy in the field of training students in a foreign language?**

A.   To create favorable conditions for the study of a wide range of foreign languages by different categories of students

B.   To limit the study of foreign languages

C.   To prioritize the study of one foreign language

D.   To discourage the study of foreign languages

o   **Correct answer: A. To create favorable conditions for the study of a wide range of foreign languages by different categories of students**

2.   **What is the main goal of school language policy in the educational sphere of a foreign language?**

A.   To create favorable conditions for the study of a wide range of foreign languages by different categories of students

B.   To limit the study of foreign languages

C.   To discourage the study of foreign languages

D.   To prioritize the study of one foreign language

o   **Correct answer: A. To create favorable conditions for the study of a wide range of foreign languages by different categories of students**

3.   **What factors determine whether foreign language teaching will occur according to W. Edmondson and Y. House?**

A.   Socio-economic and political factors

B.   Individual factors

C.   Methodological factors

D.   Socio-cultural factors

o   **Correct answer: A. Socio-economic and political factors**

4.   **What is the main aim of school language policy in the educational sphere of a foreign language?**

A.   To prioritize the study of one foreign language

B.   To discourage the study of foreign languages

C.   To create favorable conditions for the study of a wide range of foreign languages by different categories of students

D.   To limit the study of foreign languages

o   **Correct answer: C. To create favorable conditions for the study of a wide range of foreign languages by different categories of students**

5.   **What is the primary focus of school language policy in the educational sphere of a foreign language?**

A.   To limit the study of foreign languages

B.   To create favorable conditions for the study of a wide range of foreign languages by different categories of students

C.   To discourage the study of foreign languages

D.   To prioritize the study of one foreign language

o **Correct answer: B. To create favorable conditions for the study of a wide range of foreign languages by different categories of students**

6. **What term is used by Western European politicians, teachers, and methodologists to describe a person's ability to adapt to modern living conditions in a multicultural society?**

A. Versatility

B. Mobility

C. Flexibility

D. Adaptability

o **Correct answer: B. Mobility**

7. **What is the primary focus of language policy in the field of school teaching of foreign languages?**

A. To establish peace and interaction between peoples

B. To prioritize the study of one foreign language

C. To limit the study of foreign languages

D. To discourage the study of foreign languages

o **Correct answer: A. To establish peace and interaction between peoples**

8. **What are the three main components of the concept of 'education system in the field of a foreign language' according to professional communication?**

A. As a process or a set of educational processes in a native language; as a system of educational institutions in which native languages are studied; as a socio-cultural sphere of activity to introduce citizens of society to a native language.

B. As a process or a set of educational processes in a foreign language; as a system of educational institutions in which native languages are studied; as a socio-cultural sphere of activity to introduce citizens of society to a foreign language.

C. As a process or a set of educational processes in a foreign language; as a system of educational institutions in which foreign languages are studied; as a socio-cultural sphere of activity to introduce citizens of society to a native language.

D. As a process or a set of educational processes in a foreign language; as a system of educational institutions in which foreign languages are studied; as a socio-cultural sphere of activity to introduce citizens of society to a foreign language.

o **Correct answer: D. As a process or a set of educational processes in a foreign language; as a system of educational institutions in which foreign languages are studied; as a socio-cultural sphere of activity to introduce citizens of society to a foreign language.**

9. **What determines the effectiveness of the state and other official bodies' influence on the language education system in the country?**

A. Individual factors

B. Methodological factors

C.   Socio-cultural factors

D.   Socio-economic and political factors

o   **Correct answer: D. Socio-economic and political factors**

10.   **What is the primary focus of modern educational policy in relation to foreign languages?**

A.   To limit the study of foreign languages

B.   To create favorable conditions for the study of a wide range of foreign languages by different categories of students

C.   To discourage the study of foreign languages

D.   To prioritize the study of one foreign language

o   **Correct answer: B. To create favorable conditions for the study of a wide range of foreign languages by different categories of students**

11.   **What determines the effectiveness of the state and other official bodies' influence on the language education system in a country?**

A.   Methodological factors

B.   Socio-cultural factors

C.   Individual factors

D.   Socio-economic and political factors

o   **Correct answer: D. Socio-economic and political factors**

12.   **What determines whether foreign language teaching will take place according to W. Edmondson and Y. House?**

A.   Individual factors

B.   Methodological factors

C.   Socio-cultural factors

D.   Socio-economic and political factors

o   **Correct answer: D. Socio-economic and political factors**

13.   **What is the consequence of the expansion of economic, political, and cultural ties between countries in relation to the status of a foreign language?**

A.   Stagnation in the status of a foreign language

B.   Decrease in the status of a foreign language

C.   Increase in the status of a foreign language

D.   No impact on the status of a foreign language

o   **Correct answer: C. Increase in the status of a foreign language**

14.   **What is the main goal of language policy in the field of school teaching of foreign languages?**

A.   To discourage the study of foreign languages

B.   To prioritize the study of one foreign language

C.   To limit the study of foreign languages

D.   To establish peace and interaction between peoples

o   **Correct answer: D. To establish peace and interaction between peoples**

15.   **What is the primary focus of modern language policy in a multinational state like Russia?**

A.   To promote 'Russification' of the peoples of Russia

B.   To discourage the use of national languages

C.   To prioritize the study of one foreign language

D.   To develop genuine multilingualism in the national regions of the country

○   **Correct answer: D. To develop genuine multilingualism in the national regions of the country**

16.   **What is the primary objective of educational policy in the field of training students in a foreign language?**

A.   To discourage the study of foreign languages

B.   To prioritize the study of one foreign language

C.   To limit the study of foreign languages

D.   To create favorable conditions for the study of a wide range of foreign languages by different categories of students

○   **Correct answer: D. To create favorable conditions for the study of a wide range of foreign languages by different categories of students**

17.   **What is the term used among Western European politicians, teachers, and methodologists to describe a person's ability to adapt to modern living conditions in a multicultural society?**

A.   Mobility

B.   Flexibility

C.   Versatility

D.   Adaptability

○   **Correct answer: A. Mobility**

18.   **What is the result of increased economic, political, and cultural connections between countries regarding the status of a foreign language?**

A.   Stagnation in the status of a foreign language

B.   Increase in the status of a foreign language

C.   No impact on the status of a foreign language

D.   Decrease in the status of a foreign language

○   **Correct answer: B. Increase in the status of a foreign language**

19.   **What is the primary objective of modern educational policy concerning foreign languages?**

A.   To discourage the study of foreign languages

B.   To create favorable conditions for the study of a wide range of foreign languages by different categories of students

C.   To prioritize the study of one foreign language

D.   To limit the study of foreign languages

○   **Correct answer: B. To create favorable conditions for the study of a wide range of foreign languages by different categories of students**

20.   **What are the three senses in which the concept of 'education system in the field of a foreign language' can be used in professional communication?**

A.   As a process or a set of educational processes in a foreign language; as a system of educational institutions in which foreign languages are studied; as a

socio-cultural sphere of activity to introduce citizens of society to a native language.

B.   As a process or a set of educational processes in a foreign language; as a system of educational institutions in which native languages are studied; as a socio-cultural sphere of activity to introduce citizens of society to a foreign language.

C.   As a process or a set of educational processes in a native language; as a system of educational institutions in which native languages are studied; as a socio-cultural sphere of activity to introduce citizens of society to a native language.

D.   As a process or a set of educational processes in a foreign language; as a system of educational institutions in which foreign languages are studied; as a socio-cultural sphere of activity to introduce citizens of society to a foreign language.

   o   **Correct answer: D. As a process or a set of educational processes in a foreign language; as a system of educational institutions in which foreign languages are studied; as a socio-cultural sphere of activity to introduce citizens of society to a foreign language.**

THEME 3.   THE CONCEPT OF SECONDARY LINGUISTIC PERSONALITY

Learning Objectives

Recognize the importance of intercultural competence in the formation of a secondary linguistic personality

Recognize the role of a student's cultural experience in the development of their intercultural competence

Understand the relationship between language, culture, and the development of a student's personality

Analyze the role of a linguistic personality in the context of foreign language education

Understand the concept of a dialogue of cultures and its role in language education and the development of a student's personality

Analyze the impact of a student's native culture on their learning of a foreign language

Understand the concept of a secondary linguistic personality

3.1 The concept of linguistic personality

The appeal to language as a social phenomenon, included in the social and practical activity of a person and serving his social "existence", allows us to identify a model of abilities for verbal communication, which can and should act as a result of training. The concept of a linguistic personality (G.I.Bogin, Yu.N. Karaulov) acts as a modern model of mastering a foreign language, which allows us to consider language not in abstraction from a developing person, but as a side of a human personality, but in relation to teaching in a foreign language -

secondary linguistic personality (I. I. Khaleeva). Consequently, the result of education in the field of modern non-native languages is to be a formed secondary linguistic personality. This proves once again that the personality of the student is a determining factor and condition for the success of language education as a result (as well as a process).

A linguistic personality is understood as a personality expressed in language (texts) and through language and, therefore, not being the same particular-aspect correlate of personality in general as, for example, a legal, economic or ethical personality. This understanding of the content of the concept of "linguistic personality", its powerful integrative essence allow us to assert that this "theoretical construct" has a general pedagogical status. The linguistic personality of a student as a deeply national phenomenon is related to all academic disciplines studied in the national general education school.

The concept of a secondary linguistic personality allows one to "see" the patterns of "appropriation" of a non-native language and the person's possession of it. These patterns are determined not from the position of one science, for example, psychology, linguistics or psycholinguistics, but at an interdisciplinary, linguodidactic level. Orientation towards the concept of a secondary linguistic personality provides a basis for concretizing the target and content aspects of language education in a "two-dimensional unity": the first plan is an authentic linguistic personality: the second is a secondary (doubled) linguistic personality, which is formed in the educational process in foreign languages and which is (should be) the result of this process.

An authentic linguistic personality acts, develops, functions in a specific linguistic society. In turn, each linguistic society is distinguished by its conceptual system - the "image of the world", "picture of the world", which meets the orientational and existential (physical, spiritual, technological, ethical, aesthetic, etc.) needs. The picture of the world changes from one culture to another, therefore there are no identical national cultures, moreover, there are no identical images of consciousness reflecting the same or even the same cultural subject.

If this is so, then in the linguistic personality as the bearer of the image of the world of a certain socio-cultural community, the "standard" potential of the linguistic and cognitive (linguo-cognitive) "natural" foreign language is objectified through the linguosociety and its communicative and cognitive activity a certain "linguistic" and "global" (linguocognitive and "conceptual") picture of the world. Linguistic education as a result presupposes the mastering by students of the ability to understand the bearer of a different linguistic image of the world, an alien picture of the world.

The above leads to the idea that the "object of influence" of teaching actions in the educational process in modern non-native languages should be not only the communicative ability of the student, but also his secondary linguistic consciousness (the verbal-semantic level of the language personality) and secondary cognitive consciousness (as a result of the student's connection to the cognitive, thesaurus level). Such a statement provides a basis for expanding the object of mastering a foreign language and, consequently, its result, including,

along with the above parameters, also knowledge about the world of another people in the "-form of images of consciousness", understood as "a set of perceptual and conceptual knowledge of a person about an object of the real world for his mental existence. From this, we can make at least two conclusions that are significant for understanding the essence of modern language education as a result.

The first conclusion is that teaching a non-native language should be aimed not only at the formation of students' ability to practically use the language being studied in various socially determined situations (ie, the development of communicative competence), but also at familiarization [" (students) to a different (national) way of consciousness. The level of communion and, consequently, the level of socialization and interpretation of the "picture of the world" of a foreigner may be different depending on the learning conditions. Hence, as a result of teaching non-native languages, the student's "linguistic picture of the world", typical for a foreigner, should be formed (at a certain level), the ability to recognize the motives and attitudes of a person belonging to another community, where a different system of values operates, to understand (comprehend) the carrier of a different linguistic "image of the world." This will become possible if the student has the skills of "cognitive action" inherent in the bearer of another national culture (see: Khaleeva I.I., 1991, p. 311). Therefore, a positive result of teaching a language that is not native to a student can be achieved provided that secondary cognitive constructions-meanings are built in his (student's) cognitive system, corresponding to the knowledge of the world of a representative of a different linguocultural community.

We are convinced that it is hardly possible to achieve a perfect result in the formation of a secondary linguistic personality at the thesaurus level in isolation from the natural linguistic environment even in a language university. Taking into account the conditions of teaching languages in a general education school, it is possible to set the task of developing the main features of a secondary linguistic personality in students, i.e. skills and abilities of operating with a vocabulary determined by the socio-cultural context of everyday life of a foreign-language society and representing the national linguistic personality as a generalized image of the corresponding linguistic type.

In the field of receptive types of communication, the above idea can be reduced primarily to teaching students the ability to understand a foreign language text as a form of social life of their peers - representatives of a different language community. In this case, students, interpreting the text and the intentions of the author of the text behind it, discover the concepts of another culture and stereotypes of the communicative behavior of its carriers. As for speaking and writing (productive types of speech activity), the planned result of linguistic education may be the students' possession of the system of lexical-semantic-grammatical connections of the studied language, allowing them to carry out communicative activities in the most typical, standard communication situations, that is, at the so-called pragmatic level.

The second conclusion boils down to the following. The need to familiarize with the image of consciousness of another people in the most natural way orients

language education towards the development of students' abilities not just for speech, but for intercultural communication. Consequently, as a result of this education, students can and should appear: a) readiness to comprehend the socio-cultural portrait of the countries of the studied language and its (language) speakers; b) ethnic, racial and social tolerance, speech tact and sociocultural politeness; c) a tendency to search for non-violent ways to resolve conflicts.

Education is the main area in which the formation of the student's personality is carried out. Therefore, when evaluating language education as a result, it is also important to take into account the value and creative orientations assimilated by the student, his behavioral qualities. Indeed, since in the educational process in non-native languages, which has a pronounced social essence, students are enriched with individual experience of communication with a different linguistic culture, and the cultural formation of a person's personality is inextricably linked with the development of his brain (A. N. Leontiev), in as a result of language education, positive changes in the general structure of student behavior should be put forward. These changes are a consequence of the generation of new types and forms and mental reflection of the reality of activity inherent in the personality, new abilities that go into the sphere of intercultural communication and are associated with the ability of a person to operate with the images of consciousness of speakers of this language (those mental formations that linguistics are usually called the meanings of linguistic signs). True, in this case we are not talking about the formation of a new consciousness in the student, completely identical to the consciousness of the speaker of the target language. The task is to enrich the student's consciousness by internationalizing the world outside his native society and acquiring the image of the linguistic consciousness of his peer abroad - the carrier of a different conceptual system of the world. The means of such linguocultural enrichment is the image of consciousness of the student's initial ethno-linguistic culture.

Let's move on to considering language education as a result at the public-state and general civilization levels. The result of the first level of the two named is expressed in the significance that the knowledge of modern foreign languages acquires by citizens of society from the point of view of its (society) economic, scientific and technical, cultural, intellectual and demographic development. As for linguistic education as a result at the general civilizational level, in this case we are talking about the fact that a student's knowledge of a foreign language and an understanding of the mental traditions and values of its carriers allow him to adequately carry out social interaction with representatives of other linguocultures, develop full-fledged and multidimensional partnership both in the all-Russian and in the pan-European scale and, more broadly, in the world community. Consequently, the socio-state and general civilizational levels of considering language education as a result correlate with the concept of socio-political and economic "profitability" of knowledge of modern non-native languages.

Ideology, the state / society and its economic demands, traditions and rituals of pedagogical consciousness are the leading guidelines for education in any social

environment. This provision has the most direct relation to linguistic education as a result.

The social environment (socio-economic, political, socio-cultural and other features) forms the general background of his life and is, as already noted, a source of requirements for the level and quality of linguocultural training of students, i.e. requirements for linguistic education as a result First of all, this manifests itself in the attitude of society / state to non-native languages in general and to a specific language in particular, to people who speak one language or another, as well as in the requirements that are presented by society / state ¬ level to the level of language education at each specific stage of their socio-economic development.

Socio-political and economic conditions are a priority when considering language education as a result, since it is these conditions that determine whether learning a foreign language will take place at all (see: Edmonson W., House J., 1993, S. 26) ... Any school transformations in the world and in our country are based on an economic foundation (see: Z. A. Malkova, B. L. Wolfson, 1975; etc.). Since the strengthening of the relationship between economics and education is a long-term trend, it can be argued that, on the one hand, the problems of language education as a result require the creation of an appropriate material, technical and financial base, and on the other, the very knowledge of non-native languages appears in as one of the conditions for accelerating the economic development of the country. The latter is due to the fact that non-native languages are a tool that allows a person not only to freely navigate in modern society, but also to perform their professional functions qualitatively, to expand their professional and cultural horizons in the process of familiarizing themselves with various sources of information, including le and to the means of modern information technologies. Therefore, language education as a result at the public-state level can be considered as an economic category and an important reserve of socio-economic transformations in the country.

In recent years, one can observe the uneven development of socio-political and economic factors, on the one hand, and sociocultural and methodological factors, on the other hand, that influence the level and quality of linguocultural training of students. This unevenness is manifested both at the level of time and at the level of space (Gvishiani D.M., 1982, pp. 8, 9). The unevenness at the level of time in relation to language education as a result is primarily due to the lag of its (education) socio-economic development from modern requirements regarding its technical equipment. In turn, the unevenness in the context of space is manifested in the existing differences in the levels of development of the regions of our country. These differences, as studies show, affect the uneven development of educational regional systems in general and systems of language education in particular. Thus, in regions with high cultural potential and a wide network of higher educational institutions, i.e. in regions that are socially attractive, advanced forms of language education are being developed and, as a result, the language training of students engaged in an advanced program, as well as the planned results, is of a higher quality and level.

The scientific and technological revolution, caused by the emerging global infrastructure of electronic means of storing, processing, processing and transmitting information, also plays a significant role in the integration processes. In this regard, the role of language education can hardly be overestimated.

At the same time, along with the above positive processes bringing peoples closer together, in the modern world, global problems arise and are exacerbated (ethnic conflicts, environmental problems, etc.). These problems are vitally important for all mankind and require the consolidation of its efforts to resolve. In this regard, it is convergence and spiritual integration that are put forward today as the unalterable imperative of the next century. It is no coincidence that UNESCO currently defines the transition of mankind from a culture of war to a culture of peace as a strategic task. Education is also called upon to play a huge role in solving this difficult task. As you know, violence is not inherent in human genes, but they also lack the skills and abilities to carry out social transformations in a non-violent way. These skills and abilities of dialogue and negotiation, a purposeful search for what unites people, and not separates them, a consistent striving for democracy should constitute the target and content aspects of education, and above all humanitarian, to which language education belongs.

Hence, language education as a result of the general civilization level dictates the need to form a new worldview in a student - a person of the future. readiness and ability to live and work in a changing world with its environmental and informational problems, to successfully carry out various forms of communication with speakers of foreign linguistic ethnocultures, to process the information received during this communication and make the necessary decisions. The expectation and planning of such a result in the field of language education and its real achievement are due to the fact that it is language that is a means of adequate interaction between representatives of different lingvo societies and, consequently, with appropriate educational technology, it is a means of implementation in Kazakhstan and planetary levels of social transformation by a non-violent scarecrow.

3.2 Secondary linguistic personality - the goal and result of teaching foreign languages

In the previous sections, we talked about the fact that the result of any language education should be a formed linguistic personality, and the result of education in the field of foreign languages should be a secondary linguistic personality as an indicator of a person's ability to fully participate in intercultural communication. This section will give a more detailed description of this phenomenon and a description of the consequences that entail its adoption by the theory and practice of teaching foreign languages.

As you know, the linguistic personality is reduced and appears as a genetically determined predisposition to the creation and manipulation of sign systems, as a "human" correlate of the Language with a "capital letter". In the understanding of a linguist, a linguist is a multilayer and multicomponent set of

linguistic abilities, skills, readiness to carry out speech actions of varying degrees of complexity, actions that are classified, on the one hand, by types of speech activity (meaning speaking, listening, writing and reading), and on the other - according to the levels of the language, i.e. phonetics, grammar and vocabulary (see: Karaulov Yu.N., 1987, p. 29).

The formation of abilities and readiness to carry out speech actions is determined not so much by subjective and psychological factors as by social conditions and the corresponding roles of the linguistic personality. The latter means that, for example, a bilingual has a readiness to borrow to a greater extent than a monolingual, and the set of readiness of a secondary linguistic personality differs from the readiness of a monolingual person.

The linguistic personality has a tiered organization. A person in his speech development gradually moves from a lower level of a linguistic personality to a higher one. So, for example, in the light of the concept of Yu.N. Karaulov, the linguistic personality consists of three levels:

1) zero level - verbal-semantic, or lexicon of a person, understood in a broad sense, and including phonetic and grammatical knowledge of a person;

2) the first level - logical-cognitive, represented by the personality thesaurus, in which the "image of the world" or "system of knowledge about the world" is captured;

3) the second level - the level of activity-communicative needs, reflecting the pragmatics of the personality, i.e. the system of goals, motives, attitudes and intentionalities of the individual (see: Karaulov Yu.N., 1987, p. 236).

The zero level, called the verbal-semantic level, corresponds to the level of proficiency in ordinary language. The units that make up a personality isomorphically at a given level are individual words, the relations between which cover the whole variety of their grammatical-paradigmatic, semantic-syntactic and associative links. The totality of these connections applies to the most common, standard phrases, simple formula sentences and phrases such as: ride a trolleybus, go to the cinema, etc.

The first level involves the reflection in the description of the language of the model of the world. The units of this level are generalized (theoretical or everyday) concepts, large concepts, ideas, the spokesmen of which seem to be the same words of the zero level, but now clothed with descriptor status. The relations between these units are built into an ordered, strict hierarchical system, to some extent reflecting the picture of the world. As stereotypes of the first level, Yu. N. Karaulov calls stable standard connections between descriptors that are expressed in generalized sayings, definitions, aphorisms, catch phrases, proverbs and sayings.

The second level includes identifying and characterizing the motives and goals that drive the development of a linguistic personality, her behavior, control her text production and ultimately determine the hierarchy of meanings and values in her language of the world model. This level is more subject to individualization and, therefore, is less clear in its structure. As a unit of the second level, not words and elements of the thesaurus are allocated, but communicative-activity needs. Yu.N. Karaulov writes that since communication does not exist by itself, but is

associated with the production activities of people who determine social relations, it would be correct to speak not about purely communicative needs, but about communicative-activity needs, conditioned by the whole paradigm social and activity behavior of the individual, also covering his intentions, interests, motives, goals and values.

Between the communicative-activity needs and the three levels of the linguistic personality, as the author notes, certain interrelationships can be established. So, the first group of needs meets the tasks of establishing and developing contacts between people. This group of needs is satisfied by the verbal-semantic level and is realized in the everyday use of the language. The second group of needs correlates with situations of communication, involving the exchange of information and the development of a single strategy for interaction in joint activities. These needs are covered by the personality thesaurus. The third group of needs correlates with communication situations in which a person is focused on the perception and understanding of his partner. This group of needs "serves" the second level of linguistic personality, and the pragmaticon meets it. In real communication in the structure of a linguistic personality, there is no such clear clarity in the subdivisions of communicative-activity needs according to the levels of its formation. Nevertheless, these needs act as the main units of the motivational level, and their linguistic correlates can be, in particular, the images of precedent texts. The latter are understood as textbook texts, even those that are not included in the program, but which, in one way or another, all speakers know about.

Yu. N. Karaulov points out, that the actual linguistic personality begins not from the zero level, but from the first level, at which an individual choice, personal preference of one concept to another, becomes possible. At the second level, the linguistic personality merges with the social one. Considering certain aspects of the linguistic personality that are of interest for methodological science, the scientist notes that the subject of interest of the methodologist is: at the zero level - the formation of automated skills in using standard structures; on the first - the problem of expanding the text by topics and semantic fields, as well as the compression of the original text to a "problem"; on the second - the correspondence of linguistic means to the communicative conditions of their use.

At different times, one or another emphasis was made on each of the aspects. Hence, in the methodology of teaching foreign languages, there are different approaches to the design of teaching content. So, in the 1960s, the focus was on the first group of aspects, that is, the development of skills in using typical structures. Associated with this is the exceptional interest of methodologists in models and speech patterns that existed at that time in the development of the theory and practice of teaching foreign languages. At a later stage in the development of the methodology, the subject of attention of scientists was the problem of a possible targeted influence on the thesaurus of students. This, in turn, led to the emergence of problematic teaching of foreign languages. At present, as already noted, a significant role is assigned to the communicative needs of the individual and, therefore, in teaching a foreign language, the emphasis is not on the linguistic

structure, but on the practical use of the language, its use, i.e. on its pragmatic component.

Concluding the analysis of the model of the linguistic personality of Yu. N. Karaulov, I would also like to note one more extremely important aspect associated with the problem of the creative attitude of the individual to the language, the creative principle in the use of language by a person. When they talk about speech activity as creativity and about a person as a creator of language, they mean, first of all, the person's ability to generate a complete original utterance every time from standard combat elements. As an illustration, one can cite linguistic creation, the creation of new combinations and transfer of meanings, the introduction of elements of subjective meaning into the meaning. But the richest source of linguistic creativity can be considered the cognitive transformations performed by a person at every moment of constructing an utterance, including at the pragmatic level. This is explained by the fact that any utterance expressing even the simplest personal intentionality cannot but contain a modal component. The latter is precisely the prerequisite for creativity. Consequently, to talk about human speech activity as creativity and language as the source of this creativity means to keep in mind all types of transformations - lexical-semantic-grammatical, cognitive and intentional - related respectively to three levels of organization of the linguistic personality ...

As for the model of a secondary linguistic personality, it is perfectly obvious that, based on the concept of a linguistic personality developed by Yu.N. Karaulov, it is more adequate to intercultural (interlingual-cultural) communication, more precisely, to a person's ability to communicate in intercultural level. This ability consists of mastering the verbal-semantic code of the target language, i.e. The "linguistic picture of the world" of the carriers of this language (the formation of a secondary linguistic consciousness) and the "global (conceptual) picture of the world", which allows a person to understand a new social reality for him.

The description of the model of the secondary linguistic personality is carried out, according to I. I. Khaleeva, taking into account the processes that take place in the personality in the course of mastering a language that is not native to her. Since languages differ from each other by their verbal-semantic "network", the author quite rightly divides the first level of the linguistic personality into two thesaurus spheres: thesaurus 1 and thesaurus II (the formation of secondary cognitive consciousness).

Thesaurus I goes back to the associative-verbal network of language and forms a "linguistic picture of the world", while thesaurus II forms a "conceptual, or global, picture of the world." The two spheres identified by the author are interconnected and at the same time autonomous from each other. The interrelation is manifested in the fact that thesaurus I is formed under the influence of thesaurus II, in turn, thesaurus II is based on the thesaurus 1 objectified in the word. ... The formation of thesaurus II is a difficult task, since in this case we are talking about the development of skills to recognize the motives and attitudes of a person belonging to a different community, where a different system of values, norms and assessments operates.

According to I. I. Khaleeva, mastering the amount of knowledge about the picture of the world means reaching the cognitive (thesaurus) level of a linguistic personality. When preparing a bilingual, i.e. an active participant in intercultural communication, who speaks, along with the native and foreign language as a means of everyday communication, it is important to teach the carrier of the image of the world of one socio-cultural community to understand (comprehend) the carrier of a different linguistic image of the world. Using the concept of a linguistic picture of the world and a personality thesaurus as a way of organizing knowledge makes it possible to assert that to understand a phrase or text means, having passed it through your thesaurus, to correlate it with your knowledge and find a place in the picture of the world that corresponds to its content. This result can be achieved with an incomplete, approximate knowledge of the semantics of words, but an adequate correlation of their meaning with the areas and nodes of the thesaurus. Hence, the need to differentiate the concepts of "the level of assimilation of a foreign language code" and "the level of development (primarily through the categories of linguistic consciousness) of the culture of speech activity", aimed at penetrating into the conceptual systems of speakers of a foreign language, is obvious. At the same time, the process of teaching a foreign language proceeds as its qualitative characteristics change through all levels of the structure of the linguistic personality, filling at each level with its own content and developing in conjunction with the goals specified for specific learning conditions.

In other words, the adoption of the concept of a secondary linguistic personality as a methodological means that in the modern process of teaching foreign languages, a special emphasis is placed on comparing not so much different linguistic phenomena as different conceptual systems in the context of world and national cultures. Comparison presupposes students' awareness of their own universal essence as a cultural-historical subject.

The interconnected communicative, socio-cultural and cognitive development of students, being a means and result of the formation of a secondary linguistic personality, is designed to help them:

•firstly, to understand and assimilate someone else's way of life / behavior in order to destroy stereotypes rooted in their minds (cognition processes);

•secondly, to use the language in all its manifestations in authentic situations of intercultural communication (the processes of forming skills and abilities);

•thirdly, to expand the "individual picture of the world" due to the introduction to the "linguistic picture of the world" of the speakers of the language being studied (development processes).

Cognition, skills and abilities, development are links in one chain - the formation of the personality as the ideal of society. Moreover, as is known, the cognitive aspects of personality functioning and human intelligence are manifested primarily in language. A linguistic personality consists of a person's abilities to carry out various types of speech-thinking activity and use various kinds of communicative roles in conditions of social interaction of people with each other and the world around them. Consequently, a secondary linguistic personality is a category that has access to such qualities of an individual's personality as

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emancipation, creativity, independence, the ability to build interaction and mutual understanding with communication partners (social interaction), the ability to be included in the modern world processes of civilization development, improve human society.

The following comment is appropriate here. The secondary linguistic personality is an ideal construct, the achievement of which in the conditions, for example, of a general education school, as we have already noted, is hardly possible in full, just as it is impossible to achieve "full proficiency" in the language, including the native one. In connection with the latter, AA Leontiev wrote: "There is no upper limit to the level of proficiency in the native language; or rather, this border lies beyond the limits of our pedagogical capabilities, somewhere in the field of individual stylistics of artistic or oratory speech "(Leontiev AA, 1999, pp. 10, 11). However, despite this, the adoption of a secondary linguistic personality as an initial concept and its structural organization make it possible to raise the question of the levels of language proficiency achieved by a person in certain conditions of the social context of life. These levels can be correlated with different models and options for teaching foreign languages in school and are presented in the subject programs for the respective types of educational institutions.

The model of the secondary linguistic personality allows us to reveal the nature and conditions for the realization of the personality developmental possibilities of the process of teaching foreign languages and, therefore, to get a complete picture of the mechanisms of mastering the languages by students in the educational environment. It is known that the personality, with all the differences in its definition available in science, is a stable system of socially significant traits that characterize the individual as a member of a certain society. Consequently, if we are talking about the personality developmental possibilities of the process of teaching foreign languages, then we mean the development of personality as a whole, both its non-cognitive aspects (emotional characteristics, will, etc.) and intellectual (cognitive), which are primarily manifested in language and explored through language.

As already noted, the adequacy of mutual understanding between carriers of different linguocultures in the context of intercultural communication is determined by the degree of coincidence of the images of their consciousness. This, in turn, sets the task of forming students' readiness to comprehend the socio-cultural portrait of the countries of the studied language, ethnic, racial and social tolerance, speech tact and sociocultural politeness, a tendency to search for non-violent ways to resolve conflicts. At the same time, one should bear in mind all types of transformations carried out by students in oral and written form (lexical-semantic-grammatical, cognitive and intgnational), which refer, respectively, to different levels of organization of the linguistic personality. The implementation of the above task is possible only if the learning process is carried out in the context of a dialogue of cultures. The concept of "dialogue of cultures", which is widely used in the modern methodological theory of teaching foreign languages, requires, however, its clarification. It is quite obvious that the understanding of the dialogue

of cultures as the interaction of the student's native culture with the culture of the speaker of the target language is clearly narrow. The dialogue of cultures is rightly interpreted by modern psycholinguistic science both as an exchange of cultural objects, activities (more precisely, an exchange of methods of carrying out activities, i.e. an exchange of operations), and as an exchange of images of consciousness associated with specific words and described in texts in order to comprehend images of consciousness of carriers of another (alien) culture in the course of reflection on the differences of quasi-identical images of their own and alien cultures (see: Tarasov E.F., 1996). Teaching foreign languages in the context of a dialogue of cultures is a powerful factor in a student's personal development. The legitimacy of such a formulation of the question is confirmed, first of all, by the fact that the dialogue of cultures really takes place in the minds of the bearer of a particular culture. At the same time, the role of the original culture of those who study language as a means of knowing not only someone else's, but also their own culture is extremely high. In the process of familiarizing with a foreign culture in the context of a dialogue of cultures, the student relies on the cognitive means of his own culture, attracted to understand the means of a foreign culture, on new knowledge about a foreign culture, formed in the process of its cognition, and on new knowledge about his own. culture, created in the knowledge of a foreign culture. This is the meaning of the formation of secondary linguistic consciousness among students as an important component of his (student's) ability to adequately participate in intercultural communication.

Thus, teaching a foreign language is a process of the student's personal development, the development of his social qualities. The development of a student's personality, being in proportion to different linguocultures, is carried out on the basis of his own worldview and worldview and involves the perception and reflection of his own values and social relationships. This is what will allow us to treat a different image of the world with sympathy, tolerance and at the same time with some degree of criticality. In order for the incomprehensible in a foreign culture to become understandable to students, they must learn to perceive it as equivalent (for all its unpleasantness) and worthy of consideration due to its uniqueness. In this case, since the cultural formation of a person is inextricably linked with the development of his brain (A. N. Leontiev), one can expect positive changes in the general structure of the student's behavior as a result of training, as well as the generation of new types and forms of activity and mental reflections of reality, new abilities

3.3 Intercultural competence as an indicator formation of the secondary linguistic personality

As noted in the previous paragraph, the secondary linguistic personality must have the formed ability to implement foreign language lexical and grammatical constructions that correspond to the norms of the communicative activity of an individual of a different linguistic and cultural community and a different national linguistic picture of the world. It is about the ability that allows a person to realize

themselves within the framework of a dialogue of cultures, i.e. in the context of intercultural communication. This ability is called intercultural competence. Its formation is carried out in the interconnection between the development of a foreign language code and the development of a person's cultural experience, in which it is possible to isolate a person's attitude to himself, to the world, as well as the experience of creative activity.

As shown above, the formation of intercultural competence should be considered in connection with the development of the participant's personality, his ability and willingness to take part in the dialogue of cultures based on the principles of cooperation, mutual respect, tolerance for cultural differences and overcoming cultural barriers. Indeed, in psychology it has been established that the presence in the consciousness of each participant in the communication of his personal baggage, in other words, of his own culture (individual picture of the world) and, in one way or another, opposed to it an alien world (alien image of consciousness) creates a dialogical personality ¬nost. It is the dialogicity of personality that is an important factor in its (personality) development and makes it, as a result, capable of participating in the dialogue of cultures. The legitimacy of such a formulation of the question is confirmed by the fact that the dialogue of cultures actually takes place in the minds of the bearer of a particular culture. At the same time, the original culture of the student of the language acts as a means of knowing not only someone else's, but also his own culture. In the process of familiarizing with a foreign culture in the context of a dialogue of cultures, the student, as already mentioned, relies on the cognitive means of his own culture, attracted to understand the means of a foreign culture, on new knowledge about a foreign culture, formed in the process of its cognition, and on new knowledge about their culture, created by knowing a foreign culture. This is the meaning of the formation of secondary linguistic consciousness in students as an important component of his (student's) ability to adequately participate in intercultural communication.

Intercultural competence is treated differently in studies that develop an intercultural approach to teaching foreign languages. Some researchers consider it as the ability of people of different sex and age to exist peacefully and without mutual discrimination in one society, others - as the ability to participate in a previously alien culture, others - as an identity that integrates knowledge and behavior patterns, which are based on the principles pluralism of thinking and awareness of the historicity of cultural processes. There is also a point of view according to which intercultural competence is a certain personality quality based on a sober understanding of the world, history and readiness for action. Thus, against the background of the existing disagreements in the interpretation of the concept of "intercultural competence", it is possible to reveal the unanimous recognition by scientists of its humanistic and educational value.

The position of A. Knapp-Potthoff seems to be the most optimal, according to which intercultural competence has the following structural components: 1) affective; 2) cognitive; 3) strategic. The main components of the affective component are empathy and tolerance. The cognitive component is based on the

synthesis of knowledge about the native culture and the culture of the country of the target language, as well as general knowledge about culture and communication. In turn, the strategic component includes the student's verbal, educational and research strategies.

Based on the model of A. Knapp-Potthoff, E. V. Malkova notes that intercultural competence mainly covers the ontological aspect of the formation of a personality, and the communicative one - the linguistic and speech abilities of the latter. A fundamental conclusion is also about the organic complementarity of intercultural and communicative competencies and that the formation of the first competence is possible only if the second one develops. Moreover, a significant result of the research conducted by E.V. Malkova is the expansion of the strategic component of intercultural competence by including reflection in it. The author writes: "Reflection, being one of the ways of carrying out creative activity, allows one to go beyond the limits of the existing system of knowledge and transform it. Reflection can be used as a strategy for the conscious assimilation of knowledge about the culture of a foreigner, reflected in the texts of this culture. In addition, access to reflection ... allows you to embrace the emotional-evaluative attitude of a person to the world, since the process of reflection is associated with awareness and assessment of his own emotional reactions and states, indicating an individual attitude to what is happening. "

Thus, only intercultural competence (in its interconnection with communicative competence) can act as one of the indicators of the formed secondary linguistic personality. This statement is based on the proposition that intercultural competence is associated with comprehending the picture of the world of a different socioculture, cognition of the semantic reference points of another lingvo-ethnosocium, the ability to see the similarities and differences between communicating cultures and apply them in the context of intercultural communication. From the above, a number of conclusions can be drawn that are of fundamental importance for modern teaching of foreign languages. As already noted, intercultural learning is aimed at developing students' ability for intercultural communication, and, therefore, is designed to help students realize their belonging to a certain ethnic group, their region of residence and the state as a whole. Russia is a multilingual ethno-cultural state, and this provides enormous additional opportunities for the implementation of the goals and objectives of intercultural learning and the formation of intercultural competence in students. The child must realize that the world around him is also multidimensional and multicolored and that he himself is only a separate microcosm of more global processes and phenomena occurring in the surrounding multilingual macrocosm, which has various ethnocultural shades. In short, when solving the problems of intercultural learning, it would be wrong to limit the educational and cognitive activity of a student to the linguocultural boundaries of the country of the studied language.

Essential Questions

1. How does the concept of a linguistic personality shape our communication?

2. In what ways does a secondary linguistic personality differ from our primary one?

3. What factors influence the levels of organization within a linguistic personality?

4. How does the formation of a secondary linguistic personality impact our interactions with different cultures?

5. What is the significance of intercultural competence in relation to developing a secondary linguistic personality?

6. How does the dialogue of cultures influence a student's personal growth in language education?

Questions

1. **Why is intercultural competence important in the formation of a secondary linguistic personality?**

A. It limits the ability to communicate with people from different cultures

B. It is not relevant in language education

C. It has no impact on the development of a linguistic personality

D. It helps in overcoming cultural barriers and respecting differences

o **Correct answer: D. It helps in overcoming cultural barriers and respecting differences**

2. **What is the role of a student's cultural experience in the development of their intercultural competence?**

A. It restricts the development of language skills

B. It has no impact on intercultural competence

C. It limits the ability to understand different cultural perspectives

D. It enhances the ability to comprehend the image of the world of different cultures

o **Correct answer: D. It enhances the ability to comprehend the image of the world of different cultures**

3. **What is the main goal of teaching a non-native language according to the reading?**

A. To limit students' exposure to diverse cultural experiences

B. To focus solely on communicative competence

C. To develop students' ability to understand a different linguistic image of the world

D. To ignore the cultural aspects of language learning

o **Correct answer: C. To develop students' ability to understand a different linguistic image of the world**

4. **How does the formation of a secondary linguistic personality contribute to intercultural communication?**

A. It has no impact on intercultural communication

B. It helps in overcoming cultural barriers and promoting mutual respect

C. It limits the development of intercultural competence

D. It hinders the ability to understand different cultural perspectives

o   **Correct answer: B. It helps in overcoming cultural barriers and promoting mutual respect**

5.   **What is the role of a linguistic personality in the context of foreign language education?**

A.   To ignore the development of the student's personality

B.   To focus solely on language proficiency

C.   To have no impact on the learning process

D.   To be a determining factor for the success of language education

o   **Correct answer: D. To be a determining factor for the success of language education**

6.   **Why is the concept of a dialogue of cultures important in language education?**

A.   It fosters cooperation, mutual respect, and understanding of cultural differences

B.   It limits students' exposure to different cultural perspectives

C.   It promotes isolation from diverse cultural experiences

D.   It has no relevance in the learning process

o   **Correct answer: A. It fosters cooperation, mutual respect, and understanding of cultural differences**

7.   **What is the concept of a dialogue of cultures and its role in language education?**

A.   It promotes cooperation, mutual respect, and tolerance for cultural differences

B.   It focuses on isolating students from different cultures

C.   It has no relevance in language education

D.   It limits students' exposure to diverse cultural experiences

o   **Correct answer: A. It promotes cooperation, mutual respect, and tolerance for cultural differences**

8.   **What is the significance of the linguistic personality in the context of language education?**

A.   It plays a minor role in the success of language education

B.   It is unrelated to the development of intercultural competence

C.   It is a determining factor for the success of language education

D.   It limits students' ability to communicate effectively

o   **Correct answer: C. It is a determining factor for the success of language education**

9.   **How does a student's native culture influence their learning of a foreign language?**

A.   It limits the student's ability to understand a different linguistic image of the world

B.   It accelerates the learning of a foreign language

C.   It has no impact on the learning process

D.   It helps in developing intercultural competence

o   **Correct answer: A. It limits the student's ability to understand a different linguistic image of the world**

10.   **How does the concept of a linguistic personality differ from other aspects of personality?**
    A.   It has no impact on social interactions
    B.   It is solely focused on individual traits
    C.   It is unrelated to language and communication
    D.   It is expressed in language and through language
    o   **Correct answer: D. It is expressed in language and through language**

THEME 4. THEORETICAL PROBLEMS OF THE FORMATION OF PROFESSIONAL LINGUODIDACTICS

Learning Objectives
1.   Understand the pragmatic aspect of the goal of teaching foreign languages
2.   Identify the key figures and their contributions to the study of ESP
3.   Understand the concept and role of 'professional linguodidactics' in the teaching of foreign languages
4.   Identify the components and structure of communicative competence in the context of foreign language learning
5.   Identify the roots and development of professionally oriented foreign language education
6.   Understand the structure and development of ESP, including its subcategories
7.   Understand the impact of economic, linguistic, and methodological transformations on the development of 'English for specific purpose' (ESP)
8.   Understand the concept of professionally oriented teaching of foreign languages

4.1 The content of professionally oriented foreign language

Professionally oriented teaching of foreign languages, which is developing today into a foreign language professional education, is based on two large foreign areas of integrated interdisciplinary teaching of foreign languages that have become quite widespread and widely used: "English for specific purpose" "English for special purposes" (ESP) , Content and Language Integrated Learning (CLIL) - "Integrated teaching of the content of the subject and a foreign language", and in a fairly new domestic direction, exploring the strategy of forming a specialist's professional competence in the process of teaching foreign languages - professional linguodidactics, the justification, study and development of which this book is dedicated. The roots of professionally oriented foreign language education come from the "English for special purposes" (ESP - English for-specific purpose), which appeared as a result of three truly "revolutionary" transformations:
    -in the economy, when, in the second half of the twentieth century, the rapid growth of production and distribution of material wealth, the creation of a world

economic market caused the free movement of specialists across Europe, and their communication by overcoming national and linguistic barriers required the creation of an international language focused on technological and trade spheres;

- in linguistics, when English has become a subject that satisfies the desires and needs of people of different professions, it has turned into a language of communication in the field of professional communication;

- in the methodology, when the teachings of the American psychologist Carl Rogers appeared, which put the learner at the center of the educational process, with his various, including professional needs and interests, laying the foundation for the personality-oriented paradigm of modern education.

The study of ESP began in the 60s - 70s of the last century and is associated with the names of such English linguists as Swales (1971), Selinker and Trimble (Selinker & Trimble, 1976), Peter Strevens (1969) and others ... Thomas Hutchinson and Alan Waters (1987) are called among the founders of the YSC, who in their book "English for specific purposes / A learning centered approach /" (Hutchinson T. & Waters A. Cambridge University Press 1987, p. 184) characterized the concept "English for specific purposes" (ESP - English for specific purpose). They so poetically introduced us to the country of learning a foreign language for special purposes.

The City of ELT

Once upon a time there was a city called ELT. The people of ELT led a comfortable, if not extravagant, life, pursuing the noble goals of literature and grammar. There were differences, of course: some people preferred to call themselves EFL people, while others belonged to a group known as ESL. But the two groups lived in easy tolerance of each other, more united than disunited.

Now it happened that the city was surrounded by high mountains and legend had it that the land beyond the mountains was inhabited by illiterate and savage tribes called Scientists, Businessmen and Engineers. Few people from ELT had ever ventured into that land. Then things began to change. Some of the people in ELT became restless. The old city could not support its growing population and eventually some brave souls set off to seek their fortune in the land beyond the mountains. Many in ELT were shocked at the prospect. It was surely no place for people brought up in the gentle landscape of English literature and language.

But, as it turned out, the adventurers found a rich and fertile land. They were welcomed by the local inhabitants and they founded a new city, which they called ESP. The city flourished and prospered as more and more settlers came. Soon there were whole new settlements in this previously uncharted land. EST and EBE were quickly followed by EAR and EOP (the latter confusingly also known as EVP and VESL). Other smaller groups took on the names of the local tribes to found a host of new towns called English for Hotel Staff, English for Marine Engineers, English for Medical Science and so on. A future of limitless expansion and prosperity looked assured.

But as with all things the reality proved less rosy. A number of people at the frontiers were forced to abandon their settlements and return to the larger cities. Many settlers, who had come to the newly developed land because ELT could no

longer provide them with a living, longed for the comforts and certainties of the old city. Others were confused as to where their loyalties lay: were they still citizens of ELT? Was EAR an independent city or a suburb of ESP? Did the people of English for Medical Science owe allegiance to EAR, EOP or ESP? Worst of all, there were even examples of groups from ELT being transported against their will to the new territories. Added to all this, the Scientists, Businessmen and other tribes were becoming more demanding. Some began to resent the interference of the settlers in their area; others complained that the promised benefits had not materialised. The future in short began to look, if not gloomy, then a little confused and uncertain for the brave new world of ESP.

The branched structure of ESP, schematically presented by the authors of the book, is based on three areas: EST (English for science and technology) - English for science and technology, EBE (English for business and economics) - English for business and economics and ESS (English for social sciences) - English for social sciences, each of which further disintegrated into EAP (English for academic purposes) - English for academic purposes and EOP (English for occupational purposes) - English for professional purposes. So, in EST - EAP represents English for medical studies - English for medical workers, for example, and EOP - English for Technicians - English for technicians, etc.

T. Hutchinson and A. Walters considered the formation of the ESP direction in terms of 6 strategies [41]:

1. The description of the English language is based on the classical languages: Latin or Greek, which, using the example of traditional grammar, demonstrate how the language actually functions. Despite the existing differences in the grammatical structure of different languages (for example, case in English is not as important as word order). On the positive side, classical grammar provided a systematic description of the language.

2. The first challenge to the classical description of the language was structural linguistics, where grammar was presented in terms of syntagmatic structures (assertion, negation, exclamation, question ...), using, for example, lookup tables. Structures were also used in planning, where the gradual complication of grammatical and lexical material was implemented. Thus, the structural method provided consistency in the description of the language, but did not describe such areas of language learning as, for example, communication.

3. The next step in the development of methodological thought was made by Chomsky, who opposed the structural approach, since this approach did not describe the relationship of meanings in cases where the form is the same but the content is different. Chomsky emphasized that language should be perceived as a reflector of a person's thoughts and should obey the rules. He distinguished between two levels of meanings: internal and external. And grammar, in his opinion, is the rules by which the inner understanding of the phenomenon is reflected on the surface. Chomsky had a huge impact on the development of the ESP. He proved that, firstly, the thought process is carried out as a result of the use of a system of rules, and secondly, it is necessary to distinguish the relationship between meaning and form. This distinction was presented by him in terms of

"competence" (internal level) - and performance (external level) - the practical use of language.

4. Hymes in 1972 defined that competence is not only a form - a set of rules for formulating grammatically correct sentences, but also knowing when, where, with whom to speak, also appealing to non-verbal communication. Swales in 1971, studying the language of science, concluded that there are no significant differences between ESP and GE (General English), except for the difference, in particular, in the use of some grammatical phenomena. For example, the form of the liability is more often used in scientific texts. The main difference between LASC as a language, a specific context is expressed in linguistic registers, variants and genres, which are its basis.

5. The formation of the ESP took place in the period of transition from a structural method to a conscious-semantic, functional one, which contributed to the solution of a complex problem of establishing equivalent programs for learning different languages. Each language is characterized by its own characteristics. So, for the German language, the case of articles, nouns, adjectives is essential; The English language is characterized by the peculiarities of spelling, the use of a long time, countable and uncountable nouns. All this shows that at the structural level it is difficult to carry out equivalence in the preparation of programs, but at the functional-semantic level, which represents the categories of human thinking and social behavior that are not so sharply different in any language, it seemed possible. And as a result of the efforts of the Council of Europe, programs began to be based not on structural criteria, but on functional ones. The most widespread are the "threshold level" and "survival level" approved by the Council of Europe [43].

6. Discourse analysis, in which a sentence becomes the unit of language first, and then discourse - a context that reflects the development of thought, since the same sentence can have different meanings depending on the sociolinguistic and professional context that takes into account the relationship participants in communication. Henri Widowsen, a representative of the Washington School of Linguists, showed how discourse is used in the ESP: a) students are introduced to the field of professional activity; b) discursive analysis explains how meanings develop as a result of constructing sentences into a text that gives a subject-conceptual idea of the phenomenon being studied, turning students into competent readers who know how the language is organized for conducting professional communication. Thus, A. Walters and T. Hutchinson came to the conclusion that language for special purposes is based on communication, which has structural, functional and discursive levels. All these levels are taken into account in this study in the formation of the linguistic personality of a specialist. If earlier teaching the language of specialists included the explanation of grammatical forms and translation, the new teaching was focused on the language actually used in life by engineers, lawyers, doctors and other specialists who began to study at the opening courses, such as "English for lawyers, economists , engineers ", etc. At the same time, these programs and courses were based on the following conceptual provisions identified by T. Hutchinson and A. Walters: - The definition of the goal of learning becomes a constituent factor in the process of professionally oriented

foreign language education, which was reflected in T. Hutchinson's winged words: "Tell me why you need English and I will tell you what kind of English you need" [41, p.17]. - Analysis of the needs of trainees is the starting point in the construction of professionally oriented courses of teaching a foreign language for specialists.

Professionally oriented learning of foreign languages, which originated in the depths of the methodology of teaching a foreign language, which at the initial stage was concentrated on the subject itself - a foreign language, and then shifted its emphasis to the formation of speech skills, and then to a linguistic personality, faced new problems, not solvable within the framework of the old methodological guidelines. And in addition to the inclusion of a meaningful special (actually professional) component in the training of foreign languages specialists, it was necessary to form the professional communicative competence of a specialist, develop professional qualities, professional thinking and much more by means of a foreign language [23,24].

Thus, the analysis of the conducted domestic and foreign studies of the professionally oriented learning process allows us to speak not only and not so much about a special "professional" sublanguage, but focuses on the linguodidactic component - an approach to the study / teaching of a foreign language for special purposes , which became the source of professional linguodidactics - the subject of this study.

4.2 Formation of the concept of "professional linguodidactics"

In order to determine the place and role of professional linguodidactics, and its legitimacy as a branch of linguodidactics to be responsible for the theoretical and methodological foundations of professionally oriented learning of foreign languages, an analysis of concepts close to professional linguodidactics of pedagogical disciplines was carried out, studied as theoretical, and practical research methods in this area. Here are the dictionary entries of the concepts of interest to us. The Big Encyclopedic Dictionary [4] defines didactics as the theory of education and training, which reveals the patterns of assimilation of knowledge, skills and abilities and the formation of beliefs, determines the volume and structure of educational content, improves methods and organizational forms of education. Explanatory dictionary of the Russian language S.I. Ozhegova [19] gives the following definitions. Didactics is a branch of pedagogy that studies the general theory of education and training. Methodology - a set of methods for teaching something, practical implementation. The science of teaching methods. The term "linguodidactics" was introduced in 1969 by Academician of the Russian Academy of Education N.M. Shansky [24] and since 1975 it has been recognized as an international one. The Pedagogical Encyclopedic Dictionary (2003) defines lingvodidactics as a general theory of language teaching, exploring the general patterns of language teaching, the specifics of the content, methods, means of teaching a certain language, depending on the didactic goals, tasks and nature of

the material being studied, the conditions of monolingualism (monolingualism), stage teaching and intellectual and speech development of students [21].

It has been established that linguodidactics accumulates all the developments of the theoretical plan in order to determine the theoretical foundations that are acceptable for any didactic situation. Linguodidactics, as a direction of didactics, considers the patterns of teaching foreign languages in any situation of human activity. Evidence-based principles are considered to be the basis for organizing the learning process in most cases. Moreover, the linguistic personality is the central category of linguodidactics. Thus, the analysis of the above and many other definitions of linguodidactics allows us to conclude that this study adheres to the position of R.K. Minyar-Belorucheva [15], who not only recognizes the right of independent science for linguodidactics, but also considers the use of the term "linguodidactics" rather than "methodology" to be a priority in modern conditions when developing the theory and practice of teaching foreign language. The highlighted branch of linguodidactics - professional linguodidactics is designed to deal with theoretical and methodological problems of professionally oriented teaching of foreign languages, which proves the validity of using the term "professional linguodidactics".

4.3 The pragmatic aspect of the goal of teaching foreign languages

The pragmatic aspect of the goal of teaching foreign languages is associated with the formation of students' knowledge, skills and abilities, the possession of which allows them to join the ethnolinguocultural values of the country of the target language and practically use a foreign language in situations of intercultural understanding and knowledge. The totality of such knowledge, skills and abilities constitutes the communicative competence of students, the essence of which was disclosed in general terms in the previous sections of the book. Here we add only the following. The concept of the communicative competence of the stat is the result of attempts, carried out since the 1970s, to draw the line between cognitive (academic) and basic interpersonal communication skills of a person. This concept later resulted in the development of various models of this competence. One of the most frequently cited is the van Eck model (Ekvan J.A., 1988). Linguistic, sociolinguistic, discursive, sociocultural, strategic and social subcompetencies are singled out as its structural components.

Linguistic competence is one of the main components of communicative competence. Its content is a person's ability to correctly construct a grammatical forms and syntactic constructions in accordance with the norms of a particular language. Sociolinguistic competence involves the ability to make a choice of linguistic form and method of linguistic expression, adequate to the conditions of the act of communication, i.e. the situation of communication, goals and intentions, social and functional roles of communication partners. As for discursive competence, its content boils down to the ability to use a certain strategy and tactics of communication for the construction and interpretation of coherent texts. Sociocultural subcompetence consists in mastering by students the national and

cultural specifics of the country of the target language and the ability to build their verbal and non-verbal behavior in accordance with this specifics. And finally, the last subcompetencies, namely social and strategic. If the first of them is manifested in the student's ability to navigate in a social situation and manage it, which finds its practical expression in the ability to make contact and maintain it, then strategic competence is based on the ability to compensate for the lack of knowledge of the language, speech and social experience communication in a foreign language environment.

Thus, communicative competence has an internal structure that presupposes hierarchical relationships between its constituent components. For example, socio-cultural competence is so closely related to linguistic competence that it may turn out to be an "unclaimed tool" if the communicants do not have knowledge of the language system and the skills to operate with this knowledge. As experts of the Council of Europe note (Common European Framework of Referen¬ce, 1993, Draft), the components of communicative competence do not fully correlate with each other. It is possible to achieve a high level of socio-cultural competence, while remaining at the initial level of possession of linguistic knowledge, and, conversely, knowledge of the language system does not imply the formation of sociocultural competence. An analysis of the models of communicative competence available in linguistics and linguodidactics does not give grounds to judge the generality of scientists' approaches to the number of structural components or subcompetences allocated in it.

However, despite this, it is possible to identify the general set of its components, namely:

1) knowledge about the system of the studied language and the skills of operating linguistic means of communication;

2) skills, formed on the basis of linguistic knowledge and language skills, to understand and generate foreign language utterances (various types of discourses), to combine them in the course of one act of communication in accordance with a specific communication situation, speech task and communicative intention;

3) knowledge of the socio-cultural specifics of the country of the studied language, as well as skills and abilities that allow for verbal and non-verbal communication with native speakers of this language in accordance with this specifics and the norms governing verbal interaction in the corresponding linguo-ethno-cultural community;

4) the ability to use their own foreign language experience to compensate for gaps in language knowledge.

All of the above should provide students of the general education school in accordance with their real needs and interests:

a) verbally and in writing, establish and maintain contact with a communication partner, communicate and request information of various volumes and nature, express logically and consistently and adequately respond to the communication partner's statements, interpret and generalize information, while expressing their attitude to the subject of discussion (topic, problem, etc.), using argumentation and emotional-value judgments;

b) use various strategies for extracting information from a sounding and / or written text (understanding the main content, understanding the full content and searching for necessary / interesting information) and interpret (creatively process) the information received.

The mastery by the student of the specified body of knowledge, skills and abilities in the conditions of a general education school is limited due to the insufficient number of hours allocated for the study of a foreign language. This restriction makes it necessary to determine the level of proficiency in a foreign language that is relevant for different learning conditions.

As studies in the field of linguodidactics show, the level of language proficiency should be understood as a certain degree of development of an individual's communicative ability from the point of view of the effectiveness of the process of intercultural interaction with other backgrounds, that is, with representatives of a different linguistic society. In domestic science there are attempts to describe the levels of proficiency in non-native languages (A.A.Leontyev, I.L.Bim, T.V. Markova, etc.), but on the whole they can hardly be considered successful. We can only talk about the standards of secondary and higher language education. Unfortunately, these descriptions are in different planes and often indicate not the level of language proficiency, but only about the level of language education.

In domestic and foreign science, both expert and quantitative methods are used to describe the levels of proficiency in non-native languages. Expert's methods boil down to the fact that an expert or a group of experts try to describe the levels based on their professional ideas and experience. With quantitative methods, the level scales and their contentfulness are specified on the basis of information received from the reference groups. Quantitative methods also imply statistical processing of information on the selection of descriptors, i.e., meaningful parameters characterizing each level. The system of levels of proficiency in modern non-native languages, developed, in particular, by scientists of the Council of Europe (General European Competences ..., 1996) and refined for the Russian specifics of learning conditions (see: N.D. Galskova, 2000), in full the least reflects an adequate combination of all the above methods of their selection and description. This gives reason to dwell on the characteristics of this system in more detail.

The common European system assumes six interrelated and interdependent levels of proficiency in non-native languages: Breakthrough (survival level), Waystage (sub-threshold level), Threshold (threshold level), Vantage (advanced threshold level), Effectiveness (high level), Mastery (level of language proficiency).

Each of the levels presented below, as can be seen from their description, is characterized by:

* varying degrees formed of communication skills; the nature, the degree of complexity of the situations in which these skills can be realized; varying degrees of development of the ability to adapt to the novelty of speech situations;

• variability of goals and methods of verbal communication, the appropriateness of the use of language and speech means;

about the different quality of the generated / perceived speech utterance in terms of novelty, degree of complexity, volume, presence and implementation of one's own communicative intention, linguistic difficulties and the variety of linguistic means used;

° the normativeness of the language design of the text in terms of the correctness and appropriateness of the use of linguistic means, the accuracy of the transmitted / understood information, as well as the correspondence of the language means used to specific situations of communication;

in fluency of speech, which manifests itself in the speed of performing a communicative task in a specific situation, as well as confidence / uncertainty in the use of language means, the absence / presence of unjustified pauses and repetitions in the process of speech communication;

on the degree of independence / freedom in the course of speech contacts, which is expressed in the initiative of the speaker / listener, in the absence of the need for additional assistance from the communication partner, reference materials and / or other means.

It is quite obvious that the definition of boundaries between levels (as, in fact, the entire system of levels) is always subjective.

Essential Questions

1.   How do professionally oriented foreign language education programs trace back to their roots?

2.   In what ways did the emergence of ESP influence the approach to teaching foreign languages?

3.   What elements make up communicative competence in language learning?

4.   How is the concept of communicative competence integrated into foreign language instruction?

5.   What are the different proficiency levels in non-native languages as defined by the common European system?

6.   How does the concept of linguodidactics play a role in developing professional communicative competence in specialized fields?

THEME 5. TEACHING FOREIGN LANGUAGES: CONTENT AND METHODS

Learning outcomes

1.Identify the different types of speech skills

2.Explore the integration of cultural competence in foreign language teaching

3.Understand the procedural aspect of the content of teaching foreign languages

4.Understand the importance of assessment in foreign language instruction

5.Identify common challenges in foreign language teaching

6.Recognize the importance of the extralinguistic context in communication

7.Understand the selection process of the content of teaching foreign languages

8.Differentiate between receptive and productive language skills

9.Understand the role of the situation in communication

5.1. The subject aspect of the content of teaching foreign languages

In linguodidactics, the category of being (forms of being), or the "real process of life" of people, covering both objectively given conditions and the prerequisites for the activity of individual individuals is accepted as the central category underlying the identification of spheres of communication as socio-communicative speech formations and generations. This category "... allows you to bring into unity, integrate, theoretically summarize and comprehend through consciousness and language existential relations, which are ... a system-forming factor in the selection of spheres of communication." This gives grounds to single out four macrospheres of communication, which are the initial factor for determining the areas of practical use of the language. In turn, these spheres correspond to certain types of speech, namely: 1) the sphere of production (material and practical) human activity - special speech; 2) the sphere of everyday relations - colloquial (everyday) speech; 3) the sphere of culturological communication, which is based on the processes of artistic and scientific creativity - artistic and scientific speech; 4) the sphere of socio-political (social) activity (the being of an individual in society and in history, as well as the being of society) - publicistic speech in a broad sense, including the speech of various media. Thus, the spheres of communication, i.e. the spheres of practical use of the language, in which the corresponding types of speech are implemented, exist within a particular linguistic society. Each sphere of communication is inseparable from the conditions in which this communication takes place, namely: from the situation in the broadest sense of the word and from a specific extralinguistic context. According to M.N. Vyatyutnev, the extralinguistic context, or the context of communication, answers the questions of why and how a speech act is performed. This context includes contexts of communication situations that determine who, where and when generates and perceives speech utterance. Let us give an example of the correlation between the sphere of communication and the main components of communication situations that make up the external characteristics of speech situations (Table 5).

Table 5. External characteristics of speech situations

Spheres	Place	Social characteristics of action	Participants of communication	Objects	Events	Actions	Texts
Personal	House (house, rooms, garden). Own home, family members, friends,	Family, community organizations	Parents, grandmothers, (cousins) brothers and sisters,	Furniture, clothing, household appliances, toys, tools, personal	Family celebrations. Meetings, accidents. Natural phenomena. Reception of	Everyday routine, e.g. dressing, undressing, cooking and eating, the	Warranty. Recipes. Instructions. Books, magazines ly, newspapers.

stranger: hostel, hotel (outside the city, on the seashore)		aunts and uncles. Relatives husband and wife. Spouses. Friends. Acquaintances	hygiene items. Artworks arts, books. Wild / domestic animals. Trees, plants, herbs, reservoirs. Family property, bags, goods for sports and leasure,	guests, visits. Walking, riding on a bike, on a vehicle, excursions. Sports competition	washing up. "Do it yourself", gardening. Reading, radio, a television. Entertainment. Hobby. Games and activities sports	Brochures. Mail, personal letters. Performance on radio and TV. Texts recorded tobogganing on film. Advertising production

Within the context of the situation, the final formation of the meaning, meaning and significance of the communicative act takes place, and the communicative situation itself is, on the one hand, a kind of stimulus to verbal communication, and outside of it, the latter is, in principle, impossible. On the other hand, the situation is a full-fledged component of communication. At the same time, many elements of speech communication do not have their own verbal expression, since they are given in a situation and suggest the subject content of the statement. Communication can take place in formal and informal situations, in the course of individual and group contacts, indirectly or directly. Assessment of the situation depending on such parameters as frequency / typicality for a particular linguistic society and "certainty, fixedness of the role structure" is also methodologically grounded. In accordance with the first parameter, situations are divided into standard and non-standard, or variable. But any situation exists objectively, and at the same time it passes through the prism of human consciousness. This gives grounds to assert that between the situation, the environment of communication and speech, the human consciousness is "placed". However, a specific speech action as a constituent element of speech activity is determined not by the situation itself, but by its model, which is formed in the consciousness of a person. The human brain forms a reflection of both the actual situation of the present moment and the experienced, memory-imprinted situations of the past (the past / present model) and has the ability to "reflect" or construct the situations of the immediately forthcoming (future model). If the first model is categorical, then the second has only a probable character. This means that in the conditions of verbal communication, a person does not just react to a situation, but when faced with it, it turns out to be necessary for probabilistic forecasting, which must be followed by a choice of the appropriate behavior option. In the native language, these operations proceed quickly and automatically, since the socialization environment of the individual is a natural condition that determines the emergence of stereotypes, that is, stereotyped communicative units.

Thus, a person models the type of communication that he has mastered in accordance with the patterns within the framework of a certain social environment. From the whole number of stereotyped, socially sanctioned verbal or non-verbal means of communication for each specific case, he chooses the option that seems to him the most typical and adequate to the situation. This implies at least two conclusions that are significant for teaching foreign languages. The first boils down to the fact that in the educational process it is necessary to simulate a communication situation with all its inherent parameters, on the one hand, and on the other, to develop students' ability to use foreign language language means in accordance with these situational parameters. The second conclusion is related to the need to familiarize students with the socio-cultural specifics of the most typical communication situations in the country of the target language (for example, situations of congratulations on a holiday, birthday, etc.) and the formation of the ability to use verbal and non-verbal means of communication, taking into account this specifics. It is unacceptable when one approaches communication in a foreign cultural reality with ready-made standards formed in the native culture. This leads to disruption of intercultural communication, communication failures. Such failures are explained by the fact that situations in which there are manifestations of elements of national specificity are built around cultural schemes or cultural models, one of the types of which - frames - was mentioned earlier. And although such schemes, models consist of a limited number of terminal categories used to interpret situations, they allow, as already noted, to recreate the situation with which a person dealt with earlier, in the past. The reason lies not only in the fact that these schemes / models are elements of the individual's personal episodic memory. They are part of the presupposition of common knowledge. Consequently, orientation in situations of intercultural communication is to bring each specific situation under a certain cultural scheme that exists in the mind of the individual, and to revive his own schematic associations. If this or that cultural scheme is not part of the background knowledge of the student and he cannot find a corresponding place for it in his picture of the world, then he becomes helpless in situations of intercultural interaction with the native speakers of the target language.

The spheres of communication have informative specificity, which makes it possible to isolate within each of them a certain set of topics that are the subject of discussion / perception in the corresponding situations of social interaction. At the same time, communicative situations can be mono-dark (for example, shopping in a store - the sphere of everyday relations) and / or polythematic (for example, a discussion about a movie being watched - the sphere of cultural relations).

A double interpretation of the very concept of "" is possible. First, the topic is understood in a rather generalized way, that is, as a subject area, as a generalized name for a wide fragment of reality (for example, in German it sounds like n-bereiche). Most often, such topics are presented in foreign language programs: for example, "Me and my interests", "Family", "Environment", "Rest", etc. But the topic can also be considered as "belonging" of a specific text / statements generated by a specific situation. In this understanding, the topic is, as it were,

given to a person in the process of understanding / generating a text in the form of an intention determined by the situation. Consequently, it (the topic) corresponds to a specific angle of coverage of a certain segment of objective activity. It is in this that the interconnection of the topic, situation and text, natural for real communication, is seen. Topics can be focused on the culture of the country of the target language, adapted to the culture of the country of the target language and are not focused on a specific national culture, i.e. they can be international. In the first case, we are talking about a topic that fully reflects the original culture of the speaker of the target language and, therefore, the objective picture of the world of the speaker of the target language (for example, the topic "German / English / family"). In the second - about a topic that reveals the behind-text socio-cultural reality due to pronounced regional aspects (for example, the topic: "Traveling around the country of the target language" or "Attractions of the capital", etc.). As for international s, they reflect the integrative area of socio-cultural knowledge, which is based on the universal ontological structural features of culture (for example, time, space, thinking, language, etc.) and goes back to the functional community of cultures. The thematic component of the content of teaching foreign languages is organized, as a rule, according to the principle of a spiral (concentrically). This means that at each subsequent stage of language learning, the topic is repeated at a new level, becoming more complex due to the inclusion of problems that are relevant for each age contingent of students.

The next component of the content of teaching foreign languages is texts, which are a coherent sequence of oral and written statements generated / understood in the process of speech activity carried out in a specific area of communication. Along with the subject matter, the texts serve as the basis for the practical mastery of a foreign language. Being the main link in the act of communication, texts perform a number of functions, which include communicative, pragmatic, cognitive and epistemic functions. The communicative function is manifested through the property of the text to be the most important means of human communication, informational interaction of communication partners. The text performs a pragmatic function due to the fact that it has a socio-psychological effect on those communicating in the process of their interaction. The cognitive, or cognitive, function of the text is due to its property to be a means of forming and expressing judgments / inferences about the world in the conceptual system of the personality. This means that the text reflects and summarizes new knowledge about the world. The epistemic function is manifested in the property of the text to reflect the reality surrounding the members of a particular linguosociety and themselves. In this sense, the text acts as a certain form of the existence of social and historical experience, the storage of knowledge.

Thus, a text is a product of a speech utterance, containing information necessary for transmission, organized into a semantic and structural unity of a certain linguistic level. Information and structural and content features of the text are determined by the topic of communication within the framework of a specific sphere of functioning of language, culture and speech situation. In connection with the orientation of the educational process in foreign languages on the situation of

intercultural interaction, such a characteristic of the text as authenticity acquires a special significance. Real communication differs in many types of texts (Table 6).

Table 6.Text type

Texts			
Fiction	Everyday communication	Publicistic	Movies
Songs. Readers. Fairy tales. Stories. Novels. Comics. Cartoons. Dramatic works (excerpts). Riddles. Poems. Photo fans. Scripts. Excerpts from novels, poems. Fables. Plays	Telephone conversations. Recipes. Labels. Personal letter. Telegrams. Brief biographies. Faxes. Advertising. Messages. Weather reports. Schedule. Entry tickets. Articles from the encyclopedia. Tables, graphs, diagrams. Posters. Directories. Horoscopes. Instructions. TV programs Business letter. Statement	Brief reports. Notes (to the newspaper, ...). Popular science articles. Newspaper reports. Interview	Cartoons. Artistic movies. Documentary movies

The types and types of texts presented above correlate with the   and communicative tasks solved in various communication situations (Table 7).

Table 7. Examples of relationships between types of texts with topics and communication tasks

	Text type	Communicative task
Traveling. City. Transport	Map: geographical, transport, city	Find in the map. Mark a route on the map ... Name cities ...

The socio-cultural (regional and linguistic-regional) component of the content of teaching foreign languages acquaints students with various aspects of the life of their foreign peers, the present and the history of the country of the target language, deepening and differentiating the ideas of schoolchildren about reality. This component of the content constitutes regional and linguistic and regional knowledge, which we have already discussed above. The first include the so-called encyclopedic and background knowledge, as well as knowledge of the realities of the country of the target language, namely: everyday life (food, drinks, national holidays, etc.), living conditions (standard of living, living conditions, etc.).),

interpersonal relations (between the sexes, in the family, etc.), basic values, beliefs and opinions, body language, etc. semantics of linguistic units.

The more concepts a student uses and the more diverse the regional and linguistic and cultural information that he owns and manipulates, the broader the picture of the world associatively presented in his experience, the more semantic and semantic supports he has for designating and operating by means of a foreign language ... It should be borne in mind that the socio-cultural component does not imply an exclusive communication of factual knowledge in history, literature, geography, etc., i.e. knowledge that is significant for the tourist. Knowledge of facts is meaningful only to the extent that it is the basis for the development of a student's intercultural competence. The technology of assimilation of this knowledge should teach students to understand the phenomena of another culture in their comparison with their own, original culture. It is this aspect of training that is designed to develop their curiosity, interest and ability to observe a different way of worldview and attitude, the ability to reflect on existing and acquired cultural experience. Extra-linguistic regional information (knowledge) is largely determined by intersubject connections focusing cultural information from different areas of life, science, literature, art. The task of the teacher is not only to develop students' value attitude to language as a cultural phenomenon, but also to stimulate the perception and reflection of their own values and social relationships in the course of comprehending the phenomena of a different worldview. And finally, the last (not in terms of importance) component of the content of teaching foreign languages, which is its subject matter. These are linguistic means of communication (words, grammatical phenomena, etc.) that form the so-called linguistic knowledge. The latter include: knowledge of the basics of the studied language as a system; rules by which language units are transformed into meaningful utterances; concepts, the meaning of which is expressed in different ways in different languages, including those through the prism of which the surrounding world is perceived and reflected in the human mind, as well as moral and ethical categories, etc. We are talking primarily about concepts that are absent in the native language of students (for example, the concept of an article or a branched time system) and which are subject to formation in their minds. As noted above, the main goal of teaching foreign languages - the formation of the ability for intercultural communication - excludes the primacy in the educational process of grammatical progression, which until recently suppressed all other aspects of learning a foreign language, to the detriment of satisfying the communicative needs of students. Their mastery of linguistic material is not an end in itself. Moreover, in order to get closer to a new culture, to a different worldview and attitude, it is not enough to master only the plan for expressing linguistic phenomena (word form). It is also necessary to master the content plan - a new system of concepts, i.e. the conceptual picture of the world underlying them. That is why, when working on linguistic material, and above all its lexical layer, nationally-marked non-equivalent, background and connotative vocabulary plays an important role. Linguistic means of any language, as well as texts - speech works, are extremely diverse. It is quite obvious that it is not possible to master all

this wealth under any target setting, for any number of hours devoted to learning a foreign language. It is hardly possible to do this in your native language. It is necessary to select the content of teaching foreign languages, including components that reflect it as a subject and procedural aspect. Even under the most favorable conditions, the task of learning becomes the mastery of only a small part of the language and speech means of the studied non-native language.

5.2. The procedural aspect of the content of teaching foreign languages

The procedural aspect of the content of teaching foreign languages includes, first of all, speech skills and speech skills. By their nature and composition, they are very diverse. Speech skills included as elements in the composition of speech skills include vocabulary skills (lexical skill), grammar (grammatical skill), writing skills (spelling skill), and pronunciation skills. Speech skills are actually speech operations, differing in such parameters as unconsciousness, complete automaticity, compliance with the language norm, normal pace (speed) of execution, stability. Thus, speech skills by their nature are stereotyped, mechanical formations, i.e. they are automated components of conscious speech activity in oral and written form. To form a speech skill means to provide the student with the opportunity to correctly build his own written and oral foreign language statements and understand the statements of other people, including native speakers of the target language. So. For example, the pronunciation skill is designed to provide students with the ability to:

a) to distinguish and reproduce phonemes and intones of the studied language;

b) perceive and connect sequences of unfamiliar sounds;

c) divide the stream of sounds into significant structural units, consisting of phonological elements;

d) understand and master the processes of sound perception of the studied language.

In turn, among the lexical skills (for example, the skills of using bilingual dictionaries, the skills of distinguishing the component composition of a lexical unit, etc.), the following skills are of particular importance:

a) recognition and correct sociocultural use of country-specific lexical units in one's own speech;

b) their translation from a foreign language into Russian and from Russian into a foreign language;

c) linguistic and cultural commenting on the socio-cultural content of linguistic realities in a foreign language.

Lexical, grammatical, pronunciation and spelling skills are an indispensable condition for the formation of speech skills, i.e. skills to speak, listen, read, write in the target language. These skills are in relation to speech skills the same necessary conditions as the preservation of words or grammatical phenomena in the memory of a student. The use of speech skills in order to independently and taking into account the goals and situation of communication to express their thoughts, intentions, experiences and an adequate understanding of the thoughts of other

people - speakers of the target language, is an indicator of the formation of speech skills. "To possess such a skill means to be able to choose the right style of speech, to subordinate the form of speech utterance to the tasks of communication, to use the most effective (for this purpose and under the given conditions) linguistic (and non-linguistic) means." Since the conditions of communication are never completely repeated and each time a person has to re-select the necessary linguistic and paralinguistic means of communication, speech skills, i.e. the ability to use the studied language as a means of communication in various spheres and situations are of a creative nature. They represent the result of language acquisition at each specific segment and stage of learning. These skills differ in the types of speech activity (speaking, listening, writing, reading) and are:

a) the ability to speak a foreign language - to carry out monological statements and take part in dialogical communication adequate to the goals, objectives, conditions of communication and communicative portraits of communication partners;

b) the ability to purposefully understand information both in direct communication with the interlocutor and in mediated communication (radio, television, etc.);

c) the ability to convey information in writing in accordance with the goals and objectives of communication, the communicative portrait of the addressee, correctly filling out a written message depending on its form (letter, abstract, etc.);

d) the ability to understand information when reading adequately to the goals of communication (complete, accurate, deep understanding, familiarization with the content, viewing the text, etc.).

The above-mentioned speech skills cannot be included in the content of teaching the academic subject, since, as was shown earlier, they constitute the content of the pragmatic aspect of the goals of teaching foreign languages ... These skills are differentiated in relation to different educational institutions and stages in foreign language programs. All other skills should be considered as components of the content of teaching a foreign language. These skills include, for example, the so-called educational skills:

1) skills related to intellectual processes:
- observe one or another linguistic phenomenon in the studied language, compare and contrast the linguistic phenomenon in a foreign language and in a native one;
- search and highlight the necessary / significant / key information in accordance with a specific educational task;
- collate, compare, classify, group, systematize information in accordance with a specific educational task;
- anticipate information, generalize the information received, evaluate what has been heard / read;
- record the main content of messages;
- formulate (orally and in writing) the main idea of the communication;¬ to draw up a plan, abstracts;

- prepare and make detailed reports such as a report;¬

2) skills related to the organization of educational activities: work in different modes - individually, in pairs, in a group;

•use reference materials;

•control your actions and the actions of your comrades, objectively evaluate these actions;

•seek help, additional explanations from the teacher, comrades, etc .;

3) compensatory (strategic) skills.

These skills are manifested in the event that a student wants to convey a particular speech message in a language that is not native to him or to understand an oral / written speech utterance, but his limited linguistic capabilities, knowledge and skills do not allow him to do this successfully ...

Students' awareness of their limited abilities makes them, for example, seek help from their communication partner or reference materials.

The named speech skills, as well as linguistic and regional knowledge, are subject to careful selection in relation to the conditions for teaching a foreign language in a particular type and form of educational institution.

5.3. Selection of the content of teaching foreign languages

The content of teaching foreign languages is not permanent. It changes in accordance with the goals of teaching foreign languages at a specific stage in the historical development of the education system. In this case, linguistic knowledge (primarily lexical and grammatical material) is divided into two groups, depending on whether they are intended for active use in their own utterances (productive) or only for recognition in texts (receptive). Since in order to understand information in a text from the ear and when reading, it is necessary to know a larger volume of linguistic material in comparison with the production of one's own statements, the entire volume of knowledge is assimilated by the student receptively, and part of it is productive. In practice, the content of teaching a foreign language for any target setting includes only a small part of the linguistic means of a given language. This makes the problem of selection of the content of teaching foreign languages urgent. When selecting the content of teaching foreign languages, one should take into account the specifics of different types of schools / classes, more precisely, the conditions of teaching. This provision concerns, first of all, the volume of the language material being mastered. So, for example, in schools with in-depth study of a foreign language, the volume of acquired vocabulary and grammatical material will be fuller and wider than in an ordinary general education school. When deciding on the selection of training content, it is also important to determine the priorities of certain types of formed activities and, therefore, the corresponding speech skills and abilities. For example, for language learners for tourism purposes, mastering the basics of oral foreign language speech is relevant, while for a general education school, both receptive (reading, listening) and productive (speaking, writing) tasks are put forward. This, in turn, should create a

reliable basis for further professional improvement of the level of language proficiency. The above approach to the selection of content also applies to its other components. In particular, it is impossible to teach students of general education schools and gymnasiums, schools of the humanitarian and technical profile on the same texts and situations of communication. At the level of selection of spheres and situations of communication for children of preschool and primary school age, the advantage is given to the play area (should not be confused with play as a methodological technique that can be used in work with any age contingent of students). At the senior stage, which is getting more and more pronounced professionally oriented orientation, the subject side of the training content should reflect, along with others, the professional sphere of communication that is of interest to students (of course, within limited limits). At this stage, for students, during the formation of their professional interests, a foreign language should become a reliable means of satisfying cognitive interests. Therefore, in the senior grades, it is justified to expand and deepen the topic at the expense of regional, general humanitarian or natural-scientific material, focused on the future specialty of students. It is also necessary to provide familiarity with the elements of vocational guidance and retraining in the country of the studied language (for example, within the framework of the topic / problem "Getting a job"), familiarization with the peculiarities of the chosen profession and the role of the studied language in mastering professional skills. Thus, in the very content of training, it is necessary to lay down mechanisms that reveal the possibility of practical use of the language being studied as an important means of developing and satisfying the interests of students, including non-linguistic ones.

The selection of the content of teaching foreign languages in general and its individual components is traditionally carried out in the domestic methodology, taking into account the following two principles: 1) the necessity and sufficiency of the content to achieve the goals of teaching the subject; 2) accessibility of the content as a whole and its parts for assimilation (see: Methods of teaching foreign languages..., 1982, p. 55). Let's look at these principles in more detail.

The first principle means that the content of training should cover those components that are important for achieving the goal. If in a modern school we are talking about developing students' ability for intercultural communication, then the content of training should include, in addition to information, methods of activity. expressed in oral and/or written text and tasks, also include emotional activity caused by the subject and the process of its assimilation. Since in relation to our subject, as well as to any other; this emotional activity is associated primarily with the positive attitude of the subjects of the educational process to the content of learning and to the object and process of its (content) assimilation; educational material and information of any nature used in the lesson should predict the desire of the teacher and student to work with him, and to awaken students' interest in learning in general and a foreign language in particular. The emotional-evaluative component of the content of teaching foreign languages plays an important role in the qualitative assimilation by students of all other components of this content. For example, the formation of positive value orientations in relation to a foreign

language and to activities related to its acquisition allows, in addition to the development of general educational and special skills, to solve other problems: to cultivate in students a desire to engage in self-education, to develop a desire to discover new areas of practical application of the language being studied, etc.

The second principle means taking into account the real capabilities of students to master the selected learning content. In this regard, the methodology raises the question of selecting "a minimum of linguistic, regional and speech material," i.e. the minimum amount of training content necessary and sufficient to achieve the set goals in the specific conditions of teaching and learning the language.

The need to minimize the content of training is due to the fact that the formation of the ability for intercultural communication requires quite a lot of time. Therefore, exceeding the minimum acceptable content of learning without taking into account the actual educational time allocated for its study at school can lead to irreparable negative results: loss of interest on the part of students in learning the language, loss of confidence in successfully mastering the target language, etc. .

The procedure for selecting the content of teaching foreign languages is a multi-stage process. Despite the fact that all components of the training content are closely interconnected with each other (Table 8), a certain sequence can be traced in their selection.

The subject aspect of the training content is primary in its selection. Thematics play a special role, allowing us to determine, within certain areas and situations of communication, the nature of the language material, genre and stylistic features of texts. The leading component in collecting language material is a dictionary.

1. What are the different types of texts in teaching foreign languages?
2. What is the importance of the extralinguistic context in communication?
3. What is the significance of selecting the content of teaching foreign languages?
4. How are speech skills different from speech abilities?
5. What is the primary consideration in selecting the content of teaching foreign languages?
6. What is the procedural aspect of the content of teaching foreign languages?
7. What are some effective strategies for teaching grammar in a foreign language classroom?
8. How can teachers incorporate technology into foreign language teaching?
9. What is the difference between receptive and productive language skills?
10. How does the situation influence communication?
11. What is the role of the situation in communication?
12. How can cultural competence be integrated into foreign language teaching?
13. What are the different types of speech skills?
14. How can teachers create a student-centered learning environment in foreign language classes?

15. What are some challenges teachers may face when teaching a foreign language?

16. Why is it important to minimize the content of teaching foreign languages?

17. How does the emotional-evaluative component of the content impact language learning?

18. How do speech skills differ from speech abilities?

19. How can teachers address individual learning styles and preferences in foreign language teaching?

20. What role does assessment play in foreign language instruction?

THEME 6. PRINCIPLES OF PROFESSIONAL LINGUODIDACTICS

1. Understand the relationship between foreign language education and other scientific disciplines

2. Analyze the impact of interdisciplinarity on the development of professional competence

3. Analyze the role of functionality in professional foreign language training

4. Understand the principle of complex formation of professional foreign language competence

5. Recognize the importance of motivation in foreign language learning

6. Understand the principle of double determination of training content

7. Understand the principle of interdisciplinarity in professional linguodidactics

8. Understand the principle of formation / orientation and motivation for the forthcoming professional activity

9. Analyze the role of professionalization in foreign language education

10. Recognize the role of interdisciplinarity in the development of professional education

6.1 The principle of interdisciplinarity

"Everything that is in mutual connection should be taught in the same connection" (Ya.A. Kamensky).

The relevance of the statement of Ya.A. Kamensky is confirmed by the modern requirements of modernization and internationalization of higher education. So, according to E.A. Manushin "A disciplinary structured education today contradicts its innovativeness, since new knowledge emerges only in the space of its universal connections and relations, in those interdisciplinary nodes where many scientific disciplines are located".

The need for an interdisciplinary educational paradigm of the university arises in connection with the need for cardinal changes in the content of professional education, in the technology of the educational process, in the methods of interaction of the main subjects of education, in the quality provision of meaningful teaching, focused on the student as a subject of life, as a free and

spiritual person. The new interdisciplinary educational paradigm of the university will be the defining life resource in the student's achievement of life well-being and competitive success. Interdisciplinary interaction in the process of teaching foreign language specialists come, at first glance, from "purely linguistic" education in the process of using literary texts, which can be carriers not only of national consciousness, but also reflect the extra-linguistic reality, that is, the social and professional reality of the described cultural space, and thus create the basis for interdisciplinarity.

A fictional text is inherently interdisciplinary; it can be understood only on the basis of a thorough knowledge of the writer's historical, political, social, philosophical and professional knowledge. By teaching students, for example, economists, the basics of linguo-economic analysis and interpretation of a literary text, the teacher creates a basis for understanding special economic discourses, which are also interdisciplinary formations. The material read forms the skills of all types of speech activity and translation, and the developed system of tasks and exercises contributes to the development of foreign language professional communicative competence. All this showed the expediency of using the educational potential of a wide range of subjects, such as home reading, the history of the studied language, etc., which are introduced into the language of the specialty.

The interdisciplinarity of the language of the specialty is considered as a special component that forms a complex academic discipline - a foreign language in a specialized university, due to the conglomeration of two sciences, on the one hand, the actual science of language - linguistics; on the other hand, one of the sciences that is profiling for a particular university.

The inclusion of two specialties in one educational program with limited academic time limits (this problem is, to one degree or another, relevant for all universities that set themselves the task of training "biprofessionals"), notes K.Kh. Rekosh, should be based on the use of multifunctional educational materials that ensure the integration of two professional educational programs into a single whole.

The new language policy of higher education, meeting the requirements of modern society for the training of a professional specialist with developed integrative foreign language skills to enter into professional and business communication with representatives of other cultures, in the context of globalization and internationalization has set the task of developing an interdisciplinary methodology of foreign language education, including the simultaneous teaching of a foreign language and specialties.

Professional linguodidactics, which is a methodology of professionally oriented foreign language education, interprets the interdisciplinarity of foreign language education as "blurring the boundaries between the subject discipline and the foreign language by summing up their characteristic teaching methods and using the interdisciplinary nature of the foreign language", which makes it possible to establish binary interdisciplinary and professional disciplinary links between the foreign language ...

Interdisciplinarity Professional linguodidactics is already embedded in the very definition of this scientific discipline, which studies the strategy of forming the professional competence of a specialist (intersecting in this with professional pedagogy) in the process of teaching foreign languages (capturing aspects of linguodidactics).

Professional linguodidactics, integrates a number of such scientific disciplines as didactics, professional pedagogy, professional psychology and psycholinguistics, linguistics and communication theory, as well as special (profile) disciplines and other subjects that expand the boundaries of the use of a foreign language for professional purposes on the basis of interpenetration , complementarities and interconnections.

Interdisciplinarity in the context of foreign language education in a higher technical school is primarily associated with:

- the integration of the content of teaching a foreign language and the subject content of the profile discipline; - interaction reflecting the interaction of a motivated student with a competent teacher of foreign languages and a teacher (specialist) of the profile discipline;

- foreign language professionalization, expressed in the dynamics of professional growth of a specialist's personality in the process of foreign language education;

- internationalization, which provides for the involvement of a specialist in the global world of multicultural professional communication.

In the context of the modernization of higher education, the interdisciplinary approach allows the transfer of research methods from one scientific discipline to another, organizing interdisciplinary connections according to this principle in the process of forming the professional communicative competence of a future specialist. No matter how many disciplines are combined in the interdisciplinary educational process of the university, the subjects of this process are the teachers of each of the combined disciplines, interacting with each other in order to expand knowledge, comprehensive verification of concepts, increase the efficiency of the educational process, etc. Thus, in the process of interdisciplinary interaction of teachers in a non-linguistic university, there is an interdisciplinary cooperation of teachers-linguists and subject students, which is considered as a condition for the implementation of an interdisciplinary approach to foreign language professional training of a specialist. Interdisciplinary cooperation of language and subject departments is a level structure of pedagogical interaction between teachers of foreign languages and subject disciplines, implemented in order to provide methodological and pedagogical conditions for a holistic professional foreign language training of a specialist capable of integrating into the world professional community. The goal of interdisciplinary cooperation of subject teachers and linguists, determined by the language policy of the university, is, as a rule, to prepare a graduate capable of effective foreign language professional communication in accordance with the requirements of the state standard and having a high integration potential.

Tasks for interdisciplinary collaboration between linguistic and subject teachers include:

- ensuring an integral linguistic professional process of foreign language professional training of a specialist;

- development of educational and didactic materials that integrate foreign language and subject discipline;

- professional development of linguistic and subject teachers, including the acquisition of new knowledge, the expansion of the methodological and didactic capabilities of their discipline with the help of another, as well as the possibility of joint participation in interdisciplinary projects and joint academic activities.

Successful interdisciplinary interaction between linguistic and subject teachers can be based on the following principles: the principle of common goals and value-semantic guidelines; the principle of co-creation of equal partners; the principle of collective responsibility of all participants for the results of joint work; the principle of pedagogical reflection. Effective cooperation of teachers-linguists and subject students serves as a platform for foreign language professional training of future specialists on the basis of subject-language Integration, which can take different forms depending on the language policy of the university, interfaculty relations, methodological training of teachers, the degree of interest of linguists and subject students in the effectiveness of learning outcomes and a number of external factors (burden, financial incentives, etc.).

A theoretical study of modern foreign language professionally oriented teaching of foreign languages revealed an interdisciplinary basis of the content and procedural components of the studied disciplines in this context. In such training, language is considered, first of all, as a tool for familiarizing with the field of special knowledge. The content of the professional training of a future specialist is distinguished by the combination of subject and language components at all levels of the educational process.

6.2. The principle of complex formation of professional foreign language competence

The function of combining professional (technical, economic, natural science, etc.) and humanitarian disciplines, in particular, in teaching a foreign language, at a university is to systematize and integrate, within the framework of a separate academic discipline, tools for forming the professional qualities of a specialist and his holistic worldview, as well as stimulating a constant self-improvement and self-education of the graduate.

Scientists consider the establishment of interdisciplinary connections to be a necessary condition for organizing the educational process. The style of thinking that can be formed when using intersubject connections leads to a holistic perception of the surrounding reality, an understanding of common problems, the ability to identify and analyze connections between various forms of complex professional activity and, in our opinion, effectively contributes to the career guidance of future specialists.

Therefore, in the learning process, it is necessary to create conditions under which students can acquire professional knowledge and skills not only in the study of general professional and special disciplines, but also in the study of general subjects, one of which is "Foreign language". The result of education should be the professional competence of a university graduate, which is an integrative quality, including the level of his mastery of knowledge, skills and abilities, a combination of psychological qualities that allow him to act independently, to perform certain labor functions. By its specificity, the subject "Foreign language" can have strong two-way ties with both social and special profiling disciplines. On this basis, it can be considered a very effective means of professional and social guidance. But teaching a foreign language in a non-linguistic university can be successful and effective only if the so-called oriented selection of textual material is consistently carried out in the entire learning process, and the professional orientation of students is taken into account. Such work should be carried out in close contact with the profiling departments. The implementation of interdisciplinary connections acts as one of the main means of improving the professional training of specialists. This is expressed in the fact that knowledge of the language becomes an important component of both general and professional culture and contributes to the social adaptation of the individual in society.

It is advisable to conduct a generalizing analysis of the structure of the professional activity of graduates of non-linguistic universities and design its abstracted (generalized) model based on the concept of a contextual approach. To do this, the authors can consider the basic approaches to professiography and the competence-based approach to designing the content of vocational education (as a theoretical basis for the development of the concept of a contextual approach in relation to the development of educational and normative documentation). The result will be a project of a generalized model of professional activity of graduates of non-linguistic universities based on a competence-based approach. An important aspect is the design of the content of professionally oriented linguistic training based on the theory of the structure of the content of education and the contextual approach. To this end, it is advisable to consider the foundations of the general theory of the structure of the content of education and the concept of the didactic potential of complex linguistic training in the aspect of the development of professionally significant personality traits of a graduate of a non-linguistic university. Special attention should be paid to the role of the cycles of disciplines (general education, general professional and special) in the formation of a complex of qualities that make up the professional linguistic competence of students. Considering the features of the content of complex linguistic training at a university, it is necessary to develop criteria for the selection of content, formulate its invariant and special functions, and also substantiate a system of means of motivating students of a non-linguistic university to master the content of complex linguistic training. It would be logical to interpret complex linguistic training as one of the backbone factors in the formation of the general professional competence of specialists with higher education, and, based on this theoretical position, to formulate special requirements in the specified theoretical and practical

area. The introduction of foreign language components (as implicit components) into other disciplines, among other things, increases interest in these disciplines (otherwise they will not be so interesting to students): foreign language elements act as a "background" for basic information about a specialty (acting as a "figure ») - there is an improvement in the quality of training in the specialty. In conclusion, one more problem should be named - consideration of the necessary personnel and material and resource support for complex linguistic training. At the same time, special attention should be paid, first, to the requirements for didactic and technological support of disciplines with linguodidactic potential; secondly, for the development of educational and program documentation for these disciplines; thirdly, on special requirements for the competence of teachers (in the context of complex linguistic training) and, accordingly, on the organization of a system of professional training and advanced training teachers.

6.3 The principle of formation / orientation and motivation for the forthcoming professional activity

The most indisputable factor in the success of education in general and the study of foreign languages, in particular, can be considered the formation of students' motivation. However, based on the practice of teaching at the university, it can be argued that the motivation of students for foreign language learning activities and, first of all, for the upcoming professional activity is formed insufficiently. Unfortunately, the status of a foreign language as an academic discipline remains rather low, not corresponding to its real place in the pedagogical process. In addition, in the university cycle of disciplines there is no proper unity and integrity, focused on ensuring the psychological readiness of the student for the upcoming activity. Psychological instability, inconsistency of the inner world of older adolescents (namely, with this age group we are dealing in the pedagogical process of a foreign language at a university), as well as the peculiarities of the development of psychological mechanisms - all this must be taken into account when teaching and upbringing adolescents, in the development of specific methods of vocational guidance, including within the framework of the formation of professional foreign language competence. Thus, professional orientation to the upcoming profession by means of training in a foreign language is a link in a complex, closed system of vocational guidance of the university and society. In order for the entire vocational guidance system to work harmoniously, a common goal must be set. The purpose of vocational guidance is the meaning of professional self-determination, formed as a result of the activities of teachers, students and the impact of society.

Studies show that many students in the process of study weaken the influence of cognitive and professional motives, which has an adverse effect on the formation of a professional orientation. This is especially noticeable among students with poor academic performance. There are two possible reasons for the sharp decline in the level of professional orientation. The first is associated with the so-called "disappointment" syndrome, which arises as a result of a mismatch

between the initial professional expectations and the real idea of the nature of the chosen profession, which was formed in the process of studying at a university. The second, also having the right to exist, reason for the decrease in the professional orientation of low-performing students may be general difficulties experienced during the period of adaptation to the university education system, which have a significant impact on educational motivation and its structure. From the point of view of training a specialist, motivation can be figuratively represented at four stages (levels). The first stage is the motivation for mastering a profession and specialty in accordance with the qualification characteristics. This is "macromotivation". The second stage is the motivation for studying a separate subject included in the curriculum, this is "midimotivation". If the subject has a modular program, then there should be motivation to study each module. This is the third level of motivation - "minimization". And for each specific lesson there will be its own motivation for studying the educational material in this lesson. This is the fourth step - "micromotivation", that is, motivation at the micro level. These levels must be taken into account in the formation of psychological, pedagogical and organizational conditions for the vocational guidance of junior students of universities by means of the discipline "Foreign language", that is, due to the constant provision of micromotivation, it is possible to motivate a student for future professional activity (to reach the level of macromotivation). This, in turn, is the goal of the "Foreign Language" discipline at the university. As a rule, a change in educational motivation is associated with a conscious process of professional self-determination. Unfortunately, a conscious attitude towards learning among junior students is not always manifested, since the main task - "to teach how to learn" is not fulfilled by the modern school, but has as its goal a simple transfer of knowledge to schoolchildren. Thus, school graduates do not develop motivation to study at a university, which is the main problem on the way to becoming a professional. This task should be carried out by universities.

The attitude in the study of a foreign language should be determined not so much by the characteristics of the students as should be determined by the teacher or the general atmosphere created around the foreign language. Satisfaction with the quality of teaching to a greater extent reflects the socio-psychological characteristics of the learning process (communication, cognitive activity of students), and also depends on the gnostic, design, organizational, constructive, communicative, reflective and other abilities and qualities of the teacher. The most important component of the successful work of a teacher at a university is the presence of one's own motivation to own the object of professional activity. Also, professional guidance with the help of the "Foreign Language" discipline also depends on how the teacher implements his main functions - organization and management. His activity is rated the lowest in the case when the learning process controlled by him is of the so-called mono-subject nature, manifested in the one-sided activity of the teacher. At the same time, students act as learning objects. For the complete success of the learning process, it should be based on a pedagogical axiom: a combination of internal (motives) and external (incentives) factors of interest of both subjects of the educational process - the student and the teacher - is

necessary. Teaching a foreign language in a non-linguistic university is carried out, as a rule, in the first two courses, along with other subjects representing blocks of general humanitarian, socioeconomic and natural sciences, and the development of general professional and special disciplines occurs mainly in subsequent courses. Consequently, it is extremely important for a teacher not only to master the vocabulary and terminology of the taught specialization in a foreign language, but also to have a sufficient understanding of those technical processes and phenomena that students will later master within the framework of special disciplines in Russian. The teacher's task is to create conditions under which students would create their own foreign language statements with sufficient professionally significant content, including them in dialogues and monologues. At the same time, it is important to create an adequate situation that encourages students not only to express their attitude to the proposed problem, but also to interact with the teacher and certain sources in order to obtain additional information.

The teacher from the very first lesson in the subject is engaged in the formation of interest in it, in this case we are talking about the study of the discipline "Foreign language". The formation of interest in professional activities is one of the pressing issues of the problem of training a specialist. Interest is a kind of focus, in which abilities, knowledge, features of perceptual, mnestic, attentive and, in general, cognitive spheres, personal indicators are concentrated. At the same time, interest has a significant impact on the formation of such a systemic quality as a professional orientation. Many university graduates do not feel the need for professional activity due to the lack of interest in it and are engaged in it only for some other reason. In the process of teaching a foreign language speech under conditions of some compulsion, the primary motives (the need to study to pass the exam) have very little energy tension and most often do not last long. In this regard, the teacher should strive to form a secondary motivation arising in connection with the success of the activity, the pleasantness of the learning process, and the deepening of interests.

So, the increase in educational and professional motivation in the university must begin with the formation of students' understanding of the social significance of the profession. Already at the first stage in the study of general education disciplines, which include "Foreign language", it is necessary to carry out work related to increasing interest in the chosen profession, since there is a direct dependence of the effectiveness of training on the professional orientation.

6.4 The principle of foreign language professionalization and advanced professional development

Foreign language professionalization is understood as the growth of professional competence (development of professional qualities) in the process of learning a foreign language, while foreign language professional competence is considered as an integral part of the professional competence of a specialist. When identifying a foreign language professionalization of a specialist, for example, a legal profile, it was found that a specialist does not only study law, but (which is

no less important) he does not study only a foreign language, he learns to communicate (in writing and orally) on a given professional topic, learns to understand philosophy of law, evaluate and argue issues related to the laws of not only the countries of the target language, but also conduct a discussion on the problems of the legal system of their country in a foreign language. Thus, foreign language professionalization is implemented in the process of working with professionally oriented texts, which should be based at the initial stage on texts that are fundamental in meaning and elementary in depth of special knowledge. Professional texts reflecting typical genres of a specific specialty, taken from newspapers, magazines and books, should be intended both for learning a foreign language and for professional communication, revealing the goals and addressee of the information presented. A chain of topics, the sequence of which focuses on the logic of the subject, and the depth - on elementary special knowledge, creates an idea of a certain area of knowledge, and a set of thematic chains allows you to introduce the student into the language of the specialty and make sure that a foreign language allows you to master new necessary professional knowledge.

Foreign language professionalization is carried out not only in the framework of classroom studies, but also in the process of carrying out, for example, scientific research work with students. Thus, taking the need for professional communication as a basis, it is possible to solve problems that reflect the professionalization of a specialist by means of a foreign language. Namely: 1) give a good knowledge of English for professional purposes, 2) teach the basics of the profession, 3) provide information related to this profession in the country of the target language, and in the case of English and other countries that recognize it as a means interethnic communication. A foreign language becomes a bridge connecting with professional information of all countries of the world, preventing the risk of isolation of the National professional community, which has unpredictable consequences. The principle of foreign language professionalization provides for the following five factors.

1.Cognitive-informational, which expands the informational field of the chosen specialty, using (printed, sounding and electronic) text on the specialty in a foreign language. At the same time, the computerization of the educational process acquires particular relevance, since it is the computer that expands the possibilities of presenting educational information, allows you to strengthen the motivation of learning, revealing the practical significance of the material being studied, actively involving students in the educational process.

2. A linguistic factor that develops five types of speech activity (reading, speaking, writing, listening, translation) with an emphasis on the leading type of speech activity and the level of proficiency in it, depending on the specialty and hierarchical position in the company (firm) and focuses on professional topics (vocabulary). Consideration of translation as the fifth type of speech activity emphasizes the need to comply with the principle of inadmissibility of ignoring the native language and the use of exclusively uninterrupted methods.

3Professional factor, which is, on the one hand, a substantive aspect - a description of knowledge and skills provided for by a professional qualification

characteristic of a specific specialty, and on the other hand, a methodological one, in which those methods and techniques of professional pedagogy are selected that maximize the formation of professional skills by means of a foreign language.

4Psycholinguistic, which provides for taking into account the individual abilities and capabilities of specialists when reaching a certain level of foreign language professional communicative competence and stimulating motivation for further learning and professional growth, developing professional qualities and professional thinking of a specialist in a situation of foreign language professional and business communication. At the same time, the key component of this principle is communicativeness, guided by which, by solving problem-communicative tasks, a foreign language professional communicative competence is formed - the goal and means of professionally oriented foreign language education.

5 The content-structural factor in relation to teaching foreign languages to specialists means that mastering a certain amount of training content is decisive for a specific level of language proficiency and the transition to another stage of foreign language professional development, contributing to advanced specialization.

The identified five factors can serve as a kind of "five hypotheses of a professionally oriented approach to teaching a foreign language" (similar to the "Five hypotheses of the famous English linguist S. Krashen"). Fulfillment of the put forward factors-hypotheses is the way to successful formation of professional competence in the process of teaching a foreign language. Optimization of teaching a foreign language to students can go through early professionalization, which N.N. Dianina, for example, defines the following provisions. - Teaching a foreign language in a non-linguistic university should have its own specific characteristics and be aimed at fulfilling the tasks that are dictated by the teaching of a specific specialty. - In order to optimize the training of students, it is necessary to highlight the skills that, on the one hand, are necessary for the implementation of speech activity and, on the other hand, can be considered as professional.

The professiogram, for example, of an international specialist in the specialty "Foreign Language" shows that such skills are: a) the ability to simply logically and reasonably express their thoughts; b) the ability to formulate questions (key, initiative, counter-questions); c) the ability to stimulate the interlocutor to speak; d) the ability to provide speech impact; e) the ability to conduct a discussion with knowledge of the technique of argumentation. Optimizing the teaching of a foreign language to students should suggest the selection of educational material that would make it possible to form the skills of the main types of speech activity and professional skills. Materials should enable: a) acquaint students with some of the most commonly used professional terms; b) carry out teaching in speaking and various types of reading (viewing, searching, introductory and studying); c) teach annotation and abstracting of professional texts. Thus, the course of a foreign language in a non-linguistic university, preceding the curriculum to courses in a specialty, becomes a factor of advanced vocational training, since the subject-conceptual (actually professional) content of foreign language training,

competently presented by a competent teacher, equips the student with new information and topics. by the very same he proves that language can be a means of acquiring new professional knowledge.

6.5 The principle of double determination of training content

Analysis of the source base on the theory of the content of education (works by V.S. Lednev, I.Ya. Lerner, V.V. Kraevsky) showed that the general pattern of the system of organizing the content of any didactic cycle is that it is determined by two main factors - the structure of activity and the structure of the aggregate object of study (in our case, a foreign language).

One of the directions of scientific and methodological activity is the design of special training content structure at the university on the basis of qualitatively new system-functional (activity) and professional-pragmatic approaches to its definition. This presupposes, first of all, the construction of an information-functional model (IFM) of the professional activity of these specialists.

The design of an integrated system, including the system of professional training, is set, first of all, by the goals of its functioning. It is impossible to solve the problem of professional training of a fundamentally new specialist without a clear understanding of what we want to get "at the exit". Thus, the content of vocational training should be focused not on the original existing program materials, but on the result of education, i.e. the potential predicted result should be incorporated into the content of educational and regulatory documentation.

Some experts identify the specialist model as a key concept for determining the content of both curricula and curriculum. When building an information-functional model of professional activity, we will proceed from a pragmatic approach, while the logic of thought will develop from the structure of professional activity - professional tasks and functions and the corresponding target knowledge, skills, and personality traits of a specialist, which are necessary for their successful implementation. Thus, it seems to us that in order to achieve an effective result of the process of training a specialist, it is important to design this process in such a way that it clearly presents the requirements of future professional activity, and students would imagine not only what they are obliged to know and be able to do, but also how know and how to be able to master the chosen profession, and would have the opportunity to measure their abilities and capabilities with these requirements. In our opinion, this will latently help to increase their motivation in preparation for professional activity.

The training of specialists who are ready for innovative methods of work involves an analysis of the content of their activities, as well as the search for the main distinctive characteristics that make it possible to create an information basis for the professional activities of these specialists (IBPA). This term was introduced for the first time by V.D. Shadrikov, who meant by it a set of information that characterizes the subject and subjective conditions of activity and allows organizing activities in accordance with the goal-result vector. Further, in our opinion, the specifics of the professional work of specialists should be presented in

the form of the main production functions and the typical tasks corresponding to them, requiring certain knowledge, skills and professionally important qualities associated with the use of foreign language by reflecting situations of foreign language communication in the logic of their professional activities. Based on this, a systematic approach, including a component, structural and functional analysis of the professional activity of a graduate, is of particular importance for us.

Accordingly, the success of a graduate's activity largely depends on how deeply and adequately the professional-subject, foreign language speech, situational and behavioral determinants of professional activity are integrated into the structure of his experience. Therefore, the task of connecting the structure of professional activity with the structural components of the personality of the performer of this activity has acquired particular relevance in this context.

Thus, when constructing the IBPA, one proceeds from the differentiation of knowledge and skills that make up the content of the professional foreign language activity of a graduate into three interrelated groups:

- on the subject - discursive-conceptual (the sphere of professional communication and a foreign language);

- on activities - procedural and technological (professional and business ethics, as well as translation and general communication technology);

- about the culture of professionally oriented activity (professional identity) - analytical and prognostic.

This component characterizes the graduate as a subject of the process of professional communication with its inherent positional-target attitudes, internal organization of activity, as well as individual methods and techniques for choosing professionally-conditioned practical and intellectual actions and reflects his motivational-value model in the context of professional activity. E.F. Zeer, this concept is presented in the form of the term "professional position" - a complex of leading professional motives, value orientations and principles that have an ideological basis and give activity, in addition to the function of motivation, also a subjective, personal meaning.

Thus, the formation of the content of professional foreign language training in a university should be carried out on the basis of an analysis of the "result" of the educational process - a model of a specialist that really reflects the integral process of professional activity - from goal-setting to introspection of current and final results.

At the same time, it is advisable to use structural-functional, professional-pragmatic and personal-activity approaches to the design of this content. The application of the first approach presupposes the allocation of typical production functions and, on the basis of their content, the determination of the corresponding knowledge, skills, professionally important qualities and criteria for assessing the results of activities, i.e. informational basis of professional activity. The essence of the second approach is to isolate the knowledge, skills and qualities necessary and sufficient for the implementation of professional activities. Finally, the third (personality-activity) approach, in our understanding, is based on comparing the structure of the personality with the structure of professional activity, which is

primary in the process of designing the content of education and building channels for projecting the components of activity onto the structure of the personality, which makes it possible to develop effective forms and methods of development of these qualities in combined learning activities within the context of contextual learning.

The innovative nature of this approach lies in the fact that it makes it possible to establish the nature of the integration of IBPA components in the structure of personal experience, the depth and volume of knowledge assimilation and the formation of skills, which makes it possible to more purposefully select and organize the content of special training and design forms and methods of contextual learning.

6.6 The principle of the functionality of professional foreign language training

As a projected goal of the educational process at the university, we have chosen the formation of the professional foreign language competence of a specialist-engineer. For this, it was required to expand the range of functions of the learning process, by which we understood its integrative characteristics, which determine the special orientation of the learning activity in the given conditions of the implementation of the pedagogical process.

"Integration processes in European countries, - N.V. Davletshin, - present qualitatively new requirements for professionally oriented teaching of foreign languages, intended for use at the functional level in the field of business, economics, computer science and other specialties. "

The principle of functionality in this context is implemented, on the one hand, in a situation when specialists, performing functional duties of economists, lawyers, bank employees, etc., need to possess various foreign language skills and abilities to work in the field of entrepreneurship, economics, jurisprudence, etc. . These skills, first of all, include the ability to conduct business conversations and negotiations using professional terminology, communicate at a professional level when presenting a company, establish business contacts and develop proposals for cooperation.

On the other hand, studying, analyzing and translating various materials and documents, collecting information and compiling reviews on press materials, translating business letters and conducting commercial correspondence at enterprises and firms require a specialist to master not only various types of foreign language speech activities (reading, writing, speaking, listening), but also the skills of a representative of a particular profession.

Functional and stylistic features, depending on the style and genre of documents and speech activity, determine the structure of the specialist's language. The use of the concepts of functional styles, including journalistic style, official business, scientific, language of educational literature, determine the heterogeneity of the concept of "language of specialty".

It should be noted that of the various fundamental principles of drawing up a program - semantic, structural, situational, thematic - when creating a foreign

language course for special (professional) purposes, the functional is the leading one. It is he who allows you to take into account and foresee possible areas and situations of communication, select the most interesting and relevant, authentic materials, gives an idea of the intermediate and final results of the course.

Thus, language learning at the functional level, taking into account a specific profession, seems to be the most effective, because in vocational training the tendency to bring the learning process closer to human activity is most clearly manifested.

The starting point for us is the provision that the hierarchy of functions of the content of higher education should be based on the principle of determining the priority of individual areas and complexes of types of didactic impact on students in training specialists in an engineering university. Such priorities are formulated within the framework of a professional-pragmatic approach and are grouped depending on the degree of importance of certain functions for the formation of the personality of a graduate of a higher technical educational institution, which is determined by the complex of requirements of the modern labor market for the personality traits of a specialist.

Three groups of functions of the content of education were identified - fundamental, auxiliary and service, within the boundaries of which functions are placed in a row, the implementation of which should be carried out in complete subordination to the goals of the process of professional training and improvement of the foreign language competence of specialists.

1. Fundamental functions (functions of the first group):

1.1. efficiently formative - the formation of specific skills and abilities;

1.2. specializing - a reflection of the specific features of the functional units of a specialist's activity, the training of which is carried out through a specific formed content; if we are talking about the content of foreign language training, then as a special case of a specializing function, we can consider, among other things, a lexicological one, which implies the formation of a specialist's vocabulary;

1.3. cognitive development - specially designed measures aimed at promoting the intellectual development of the student.

2. Additional functions (functions of the second group):

2.1. motivating-orienting - the creation of a motivational component of the personality of a promising specialist and his orientation towards future professional activity;

2.2. general professional - the continuation of the formation of professionally significant personality traits of a future specialist, incl. communicative activity in a broad sense;

2.3. analytical - the embodiment of functional units of activity included in the qualification characteristics of a specialist, and diagnostics of the needs of the labor market, incl. related to the foreign language component of professional activity.

3. Service functions (functions of the third group):

3.1. anticipatory - the introduction into the preparation process of elements formed by means of meaningful and targeted foresight of the potential requirements of the labor market;

3.2. generalizing-systematizing - systematization of professionally, socially and personally significant information;

3.3. informational - expansion of intra- and extra-professional horizons.

This nomenclature of functions seems to be quite valid and effective for the formation of professional foreign language competence of a university graduate.

6.7 The principle of modeling quasi-professional activity

Mastering foreign language communication in the process of solving professional problems contributes to sustainable cognitive and professional interest and creates a motive for foreign language communicative activity. In this case, we are not talking about mastering abstract linguistic structures, but about modeling situations of professional communication, which can serve as the basis for the formation of skills in real professional foreign language communication.

The approach to a foreign language as a means of solving non-speech professional tasks through modeling situations in which the necessary communicative skills and abilities are implemented, involves the inclusion of foreign language speech activity in the structure of professional activity and makes it possible to build the process of teaching a foreign language as a model of communication.

To organize such a learning process, it is necessary, first of all, to model the subject-thematic content of professional communication of specialists, as well as typical situations of professional communication into which it is transformed.

An analysis of the professional activity of a specialist allows us to identify typical situations and distribute them according to the degree of increase in the level of communicative competence necessary for foreign language communication, the degree of increase in lexical difficulties, the volume and quality of maintaining the documentation necessary for the work within the framework of the training course. Recreation in classroom conditions and in the language of scientific concepts of the conditions and dynamics of a specific production, as well as the relations and actions of people employed in it in typical situations of their communicative interaction, is most fully implemented in a business game (BG), which simulates the subject and social content of the future professional activity, sets its context.

The professional-business game controls the process of transformation of educational activity into professional one. At the same time, it is not the level of assimilation of knowledge that is controlled, but the course and results of actions based on them, the level of formation of professional motivation, activity in general. All actions of the participants in the business game are subject to the logic of teamwork based on the imitation model of the professional environment, the logic of activity, the logic of professional and business communication. The task is to provide psychological and pedagogical conditions, techniques and methods for full-fledged inclusion of students in cognitive activity, which takes place in a specific form of playful educational activity. Thus, for the greatest effect, communicative minimums, authentic texts, audio and video materials, business

game scenarios are used, on the basis of which the skills of practical use of a foreign language as a means of communication in situations of professional activity are improved. The complex of didactic materials used in the framework of the new technology provides the necessary continuity and the achievement of high-quality results in language teaching in a non-linguistic university.

At the same time, the development of a holistic approach to the formation and development of cognitive and professional motives when studying at a university requires a shift in emphasis from educational information to situations of practical action.

The coincidence of the task of mastering foreign language speech behavior (communicative competence) with the professionally significant task of mastering professional and communicative skills - a component of any activity - creates a situational basis for learning.

Objectively existing methods of specific professional activity determine the ways of managing educational activity. The use of cognitive constructions, reflexive elements in solving professional problems helps to recreate natural situations of communication, search and solution of mental problems.

"Focusing on the solution of professional tasks (problems), - notes G.P. Savchenko, - a student masters a foreign language as a means of carrying out professional activities in the process of educational interaction that imitates social and professional interaction. "

6.8 The principle of taking into account individual trajectories of professional development (the principle of anthropocentricity)

The anthropocentric paradigm brings to the fore the formation of a system of values, special features of a linguistic personality, civilizational characteristics and changes, observance and provision of personal freedoms, the formation of mechanisms of social interaction, personal development through the potential of a foreign language, the style and quality of its teaching Achievement of new, more advanced learning goals, aimed at the formation of an integral personality of a specialist, requires a special organization of the process, improvement of its functions and structure by achieving their maximum adequacy to the structure of goals

The tasks of professional training are more consistent with the development of the personality of students as a whole when grouping the qualities of a specialist's personality in accordance with the leading areas of future activity, where a generalized model of activity is taken as a basis, which consists of three large sections: social and professional background, on which the activities of specialists take place; the main aspects of the activities of specialists; psychological characteristics of their activities. In these studies, the combination of functional-biological, social and professional in the personality of a specialist is involved. Due to the involvement of professionalism in the structure of the model, it acquires a very valuable property - the possibility of personality development in

the context of a "social microprocess", which is teaching a foreign language at a university.

In the study by E.E. Smirnov's model of a specialist is considered as an analogue of his activity, where such personality traits (professional thinking, professional beliefs and others) are combined, which are of a specific nature, i.e. are really represented in the structure of personality. Therefore, the model under consideration has another important property: it reveals the possibility of identifying a new, more perfect whole - readiness for the forthcoming professional activity. In accordance with this concept, the model as a legislator of the goal of training a specialist in a university should be based on a system of educational actions that are maximally correlated with future professional activities in accordance with the capabilities of the academic subject.

The development of a professional's personality occurs both during the period of professional training and upon completion of training - in the process of working in his specialty. The most effective is the purposeful formation and development of a specialist's personality precisely at the stage of training, since at the stage of direct performance of professionally determined actions, personality development often occurs intuitively and chaotically-empirically, which requires large expenditures of psychophysiological energy and increases the duration of the stages of ascent to the acme of professional activity.

When analyzing the structure of a student's personality, it is also possible to proceed from the unified concept of its aggregate characteristics, proposed by V.S. Lednev. Within the framework of this concept, the author identified five blocks of personality structure: functional mechanisms of the psyche, personality experience with a multidimensional hierarchical structure, typological properties of a personality, its dynamics and individual qualities.

Based on the provisions of this concept, we proposed a refined (expanded) concept of the structure of the professional competence of a specialist-engineer, which meets the basic requirements of the modern labor market and is built on the basis of a targeted analysis of the composition of the current and future professional activities of a specialist of this qualification and the corresponding sector of the mass of the social division of labor. It is presented in the form of a logical block diagram.

The diagram shows that foreign language communication skills are a special case of professional communication skills, which, in turn, belong to the category of professional skills in the structure of professional competence.

Between the individual qualities of a specialist's personality, not only objective relationships can be established, but also mutual influence.

So, for example, the motivational-orientational component affects the effectiveness of the formation of foreign language competence, and the latter directly affects the development of professional knowledge through the expansion of the personal information field.

1.   What is the relationship between foreign language education and other scientific disciplines?

2.   What is the principle of interdisciplinarity in professional linguodidactics?

3.   How does the principle of complex formation of professional foreign language competence contribute to professional development?

4.   What is the role of functionality in professional foreign language training?

5.   How does interdisciplinarity impact the development of professional competence?

6.   How does foreign language professionalization contribute to the growth of professional competence?

7.   What is the importance of motivation in foreign language learning?

8.   How does interdisciplinarity play a role in the development of professional education?

9.   How does the principle of formation and motivation for the forthcoming professional activity impact education?

10.   What is the principle of double determination of training content?

THEME 7. SECONDARY PRINCIPLES OF LINGUODIDACTICS

7.1 The principle of problematic learning

In the new programs for higher educational institutions, along with educational goals, the goals of developing certain personality traits of a future professional, such as critical thinking, skills in solving business problems, business communication skills, and others, occupy a significant place - along with educational ones. Thus, serious attention is paid to foreign language training.

Of interest are scientific studies of the development of students' thinking in the learning process, methods of identifying its formation by special tests. All these are separate aspects of the system of training specialists, aimed at the formation of certain professionally significant personality traits.

The concept of the influence of the learning process and the acquired knowledge on the complex of qualities and properties of the student's personality is promising. The founder of this line of research, B.S. Blum, classifying the goals of education in a number of fundamental works, subjects an in-depth study of the cognitive and emotional spheres of the individual. The main task is to identify the manifestations of various personality traits during the assimilation of a specific studied content (perceptual and cognitive aspects, i.e. how the learner reacts, how he thinks and feels), to build these manifestations in a certain system.

For this purpose, the levels of formation of interrelated personality traits have been developed as the basis of diagnostic methods for studying it in the learning process.

In the system of American higher education, for example, there is a slow adaptation of education to the rapidly changing conditions of society, an emphasis on the cognitive goals of education to the detriment of the goals of creative thinking, independence and other personality traits. The author notes the

strengthening of technical means for individual training to the detriment of the means of collective activity of students, the differentiability of the learning process according to the stages of accumulation of knowledge and skills by students without taking into account the progress in the development of the personality of the future specialist as a whole.

At the same time, in the works of a number of foreign researchers, the position is persistently put forward on the construction of the educational process, taking into account the initial state of the cognitive and emotional spheres of the personality of students, which makes it possible to design a system of goals for their further development, taking into account the specifics of the studied content, the influence of the acquired knowledge on the personality. More and more attention is being paid to the problem of goal-setting, the setting and classification of learning goals, as well as diagnostic techniques. Special attention should be paid to the qualitative characteristics of the orientational-professional component in the structure of the foreign language aspect of students' readiness for professional activity, which is formed under the influence of the knowledge assimilated by students, the acquired skills of their application and creative ways of activity.

Students should, in particular, realize that possession of foreign language knowledge will help them in their future professional activities and, possibly, predetermine their life after graduation. Beliefs, acting as a "conscious way of regulation" of the mental sphere of the individual, contribute to the enthusiasm for knowledge, which explicitly act as the basis of professional training.

Students should feel the need to constantly improve their knowledge in this direction. At the same time, the beliefs of students in the professional significance of foreign language training should be determined not only by the need to learn the language, but also by the awareness of the importance of the latter for the harmonious development of the individual.

The personal-activity approach to the design of the educational content determines some guidelines for the systematization of the content of the academic subject. Based on research in this area, a number of areas in the design of content can be distinguished.

First, the content can be learned only in the process of active activity of the subject. Thus, activity acts as a form of existence and expression of content. Its presentation on an activity basis makes it possible to form and develop a system of student's activity in the subject space.

Secondly, the content of an academic subject presupposes the presence of objects of study and methods of their interiorization. In this case, the methods are the ways of existence and expression of the studied objects of the projected training content. Consequently, mastering the system of activity allows the subject to establish interaction with any systems of a specific subject space.

Third, content is related to the means of subsistence.

In didactics, several forms of its presentation have been developed, each of which sets a specific program for the implementation of educational and cognitive activities: verbal-descriptive, structural-conceptual, system-activity, block-modular. The latter acts as a priority direction for organizing content; the structural

unit here is a significant fragment of the future professional activity of a specialist. This understanding of the content of training makes it possible to develop complex algorithms for the development of vocational education, integrative training programs in the specialty, as well as innovative approaches to organizing the pedagogical process.

Problematicness (as a didactic principle) is based on the objective laws of human cognitive activity - the resolution of logical and cognitive contradictions that arise in the process of any, including educational activities. I.A. Zimnyaya asserts that "thinking usually begins with a problem or with a question, with surprise or bewilderment, with a contradiction. This problematic situation determines the involvement of the individual in the thought process "[1, p. 55].

It is known that problem-based learning uses a dialogical way of presenting educational material, in which the teacher's questions and the collective participation of all students in their discussion are mandatory. It is in the course of a dialogue with a teacher in the process of solving practical and theoretical problems that students discover, receive and assimilate new knowledge. The maximum activation of mental and educational activity in a problem situation is facilitated by fixing and limiting the time allotted for solving the problematic issue. The essence of the learning process is to create a situation that forces the student to think about a question to which there is no ready answer, to independently seek a solution to the problem (problem situation). The most important feature of problem-based learning, which distinguishes it from explanatory and illustrative, is that the learners are not given knowledge in a ready-made form, but they are faced with a problem for independent resolution. Carrying out the search activity, the students themselves obtain knowledge. M.N. Skatkin confirms that "the knowledge gained by one's own efforts of thought is more consciously assimilated and more firmly memorized in memory" [5, p. 53].

Consistent implementation of the principle of problematicity is possible only if the learning process is based on a system of tasks and exercises of a problematic nature, which are constantly presented to students from lesson to lesson [4, 5].

Drawing up problematic tasks in a foreign language is a special and specific task that requires a lot of preparatory work, but in the future, the time and effort spent pays off. The central link in problem learning is a problem situation, which includes educational, professional and research tasks, the implementation of which causes difficulties for students, requiring them to clearly understand some problems, questions, and their solution by independent (or under the guidance of a teacher) determination the circle of missing knowledge and methods of activity, as well as independent use of previously acquired experience. In a problematic situation I.Ya. Ilnitskaya includes the following components [3].

1. Problem task, which consists of a condition and a task.
2. The unknown, the finding of which is the solution to the problem situation.
3. The process of solving a problem.
4. The subject (ie the student) carrying out this process.

According to A.Ya. Ivanova, when students jointly solve a problem together with a teacher, the nature of help can vary from minimum to maximum: approval

of actions, leading questions, critical objections, auxiliary tasks, direct demonstration of the method of action. To successfully solve a problematic task, knowledge is needed, not only linguistic, but also professional and life. But since the solution of a problem is a creative activity, the learning ability of students, their creative abilities are of particular importance. The concepts of "problematic issue" and "problematic task" are differentiated only conditionally, because often a problematic issue, which for one reason or another has not received its full resolution, requires additional information and develops into a task. Analysis of the content of teaching a foreign language in a specialized university makes it possible to determine some types of problem situations:

1. To assess a specific professional fact, phenomenon.

2. Assess different solutions on the same issue.

3. To apply a well-known (economic, legal or engineering) provision to practical situations in the new conditions.

4. Confirm the theoretical position with the facts of professional reality.

5. Make a choice in certain situations, which include man-man, man-society, man-nature, etc.

The use of problematic tasks aims to teach students to form value judgments, develop criteria own attitude to the surrounding reality, develops the ability to set and solve professional tasks using foreign language. Through problem-communicative tasks of a professional nature, a critical, professional the mindset needed to overcome the resistance of the antiquated and obsolete, hindering the progress of society.

7.2 The principle of content variability and learning technologies

The idea of variability (or, as they sometimes say, variance) is associated with solving problems such as determining a variant and in-variant. The goals, content, methods, means and organizational forms of training specialists differ significantly. But there is something in common, invariant in the very approach to justifying these components. In linguodidactics, the concept of variability / variance is used in two ways.

First, as a characteristic of any linguistic variability, modification that can be the result of evolution, the use of different linguistic means to denote similar or the same phenomena, or the result of other reasons. With this understanding, there is no need to oppose variability-invariance. In this case, there are only options, but no invariants.

Secondly, the concept of variability is used as a characteristic of the way of existence and functioning of units in synchronicity. In this case, the concept of variation appears against the background of the concept of invariant, unchanging. Here the term "invariant" is accompanied by the term "variant" [1].

The principle of variability was presented by the compilers in an exemplary foreign language program for non-linguistic universities [3], reflecting a variable approach to building a university foreign language course focused on training a specialist for professional activity. The three versions of this program (different

grids of hours) differ in the final target settings. One option has the ultimate goal of teaching only reading in a foreign language, the second is reading and elementary oral communication, the third is oral communication and reading. Moreover, these options are not hierarchically dependent on each other.

Depending on the most common forms of using a foreign language in a particular professional activity, each institute (university) was given the right and the opportunity to choose the version of the program it needed. For different faculties of the university, or even within the same faculty, different options could be adopted. When determining the version of the program, one should, first of all, take into account the specifics of a particular specialty (possible types of professional activity), the real level of training of applicants, as well as the grid of hours allocated for learning a foreign language. On the basis of a typical program, each university develops a work program with an indication of the ultimate goal of training.

Let us turn to the implementation of the principle of variability (variant-invariant) in the context of professionally oriented foreign language teaching, the purpose of which is to form a foreign language professional communicative competence. As a result of the research carried out, additional special competence and business competence were included in the expanded composition of the communicative competence. At the same time, special (actually professional) competence is considered as a variable component of the IPC, while the business (or business) component, which is the ability to participate in interpersonal professional communication with participants in foreign economic activity - representatives of various professions [2] - is invariant for almost all specialties, as well as the intercultural component. The principle of variability, characterized by such variability or modification, which does not lead to the emergence of a new entity, but presupposes both variability and constancy, and acts as a unity of changeable and constant, is implemented on the example of constructing variable (mandatory and optional) programs in the system of continuous professional learning. This can be fully attributed to the variability of technologies for training in foreign languages, which are in the range from extremely traditional to ultramodern, from those with minimal requirements for material and technical equipment to capital and capital-intensive, the very essence which is the use of information technology. The design principles of the latter are developed in detail and described in detail in the linguodidactic literature [4]. Moreover, in this context, it is advisable to refer to the prevailing opinion in modern linguodidactics that the best result can be achieved only through a combination of diverse technologies.

Thus, the variability of qualitatively new integrative programs reflects the variety of forms, courses and approaches to training (linguistic and cultural, professionally oriented) and implements personality-oriented training, which allows a specialist to independently choose the option of an educational program that corresponds to his personal and professional interests and needs.

7.3 The principle of modularity of preparation

In response to the need to make the content of training more flexible, to divide it into more flexible structures, units, modules, modular training began to be used in the educational process. The theoretical substantiation of the use of modular training in the process of teaching foreign languages is given in the works of T.I. Tsarego-rodtseva and L.M. Nikonorova [3, 5]. The positive experience of the implementation of modular programs in foreign languages in many universities of the country can serve as an example of the optimization of the learning process [1, 4p.]. Using modular training, a program in foreign languages can be drawn up taking into account the multi-level language training of students and structurally can consist of a set of blocks (complexes). Each block, in turn, consists of modules. At the initial stage, the modules are differentiated aspect-wise (phonetics, grammar, vocabulary), in advanced - thematically (business correspondence, scientific translation, etc.) depending on the courses taught. Each module provides for comprehensive training in all types of speech activity, if necessary, with an increased emphasis on one or another of them. The program ensures the continuity of learning and the continuity of different levels of language training. Thus, further specialization of students takes place, depending on their professional needs. In this case, additional modules are expanded by introducing a set of new elements into them: lexical minimum, topic, language functions, concepts, structures; expansion of the educational and methodological complex and other educational material, which is necessary to meet the requirements of this professional field. It is obvious that the introduction of small modular programs in different languages contributes to greater consistency and clarity of these programs and improves the overall structure of the content of education, without disrupting the curriculum in other subjects. Modularity and multi-levelness are becoming key concepts for creating linguistic diversity in curricula and certification in the system of continuing professional education.

7.4 The principle of continuity of language training

The principle of continuity states that in modern conditions, the professional potential of an employee cannot be formulated once and for all. Its main meaning lies in the constant creative renewal, development and improvement of each person throughout his life. This entails the prosperity of the entire society. The dynamism of modern civilization, the strengthening of the role of the individual in society, the growth of his needs, the humanization of society, the intellectualization of labor, the rapid change of technology and technology, presupposes, according to A.M. Novikov, the replacement of the formula "education for life" with the formula "education throughout life" [7]. The idea of lifelong education, according to G.L. Ilyin, "gave rise to the need to eliminate functional illiteracy, that is, the inability of an employee or citizen to effectively perform their professional or social functions, despite the received education" [2, p.22]. Back in the 70s, M.Sh. Knowles [10, c.31] linked the hope for the salvation of the human race with the creation of "an extraordinary program of bringing the competence of people to the

level necessary for their activities, adequate to the conditions of constant changes in the surrounding world." B.S. Gershunsky [1] characterized "the fundamental principle of constructing the pedagogical concept of lifelong education as the orientation of the entire system of educational activity, all social institutions of education to solve the main problem: creation of optimal conditions for the harmonious development of each person, regardless of his age, place of residence, originally acquired profession or specialty, but with the obligatory consideration of his value orientations, motives, interests, individual characteristics. Personality orientation is the main condition for the functioning of all links of the education system, the main system-forming factor that gives the education system the integrative qualities of integrity, continuity, mobility, dynamism, prognostic orientation, adaptability "[1].

Thus, the implementation of the principle of lifelong education is seen as a process of training a highly qualified worker, consistently climbing the levels of education, a process that is also exciting and the period of his labor activity. Moreover, it is during this period that the solution of the most difficult tasks associated with the formation of the individual's active abilities falls on. The formation of the pedagogical system of lifelong education requires a radical turn in the pedagogical thinking itself at each stage of education, and the problem of the correspondence of the differentiated educational needs of the individual to the differentiated educational services comes to the fore. Continuity of teaching foreign languages presupposes continuity and complementarity of models, stages and levels of learning in the context of diversity, variability and continuity of educational programs [4]. The category "continuity" is directly applicable to all components of the educational system: goals, content, methods, means and organizational forms of teaching, education and development of students. A special place is given to the continuity of goals and content, on which the subsequent components, methods, means and forms of organizing upbringing and educational reality also depend [6]. Thus, the continuity of the goal is manifested in the fact that successive goals come from the already realized previous ones, as a result of which the final goal is achieved [9]. In these conditions, it is legitimate to consider the organization of educational material and educational activities as a principle for developing a methodological framework that ensures the continuity of the educational content. When developing the theory of continuity in the organization of educational material, it is necessary to take into account the following factors.

When organizing the educational activities of students, the theory of succession should take into account the following factors.

1. The factor of adaptation of students to the conditions of the new course.

2. The factor of the planned development of skills and taking into account the specifics of their structure.

3. Factor of enhancing educational activity.

The content of continuous learning in foreign languages should optimally combine subject knowledge, skills and abilities, specified in the form of the state educational standard and levels of proficiency in a foreign language, with professional, as well as with emotional-value components for the acquisition and

processing of personal subjective experience through experiencing , reflection, self-determination. The main conditions for the didactic provision of the continuity of teaching foreign languages can be considered [3]: - determination of the ultimate goal; - combination of subject content with professional and personal; - organizing the assimilation of the content in a dialogue-discussion form; - analysis and assessment of the effectiveness of the learning process, taking into account the indicators of the reflective development of students. From a methodological point of view, the continuity of teaching foreign languages of specialists and mastering them is ensured, along with other factors, by a single, flexible and variable, communicative, system-activity approach, which synthesizes the current domestic and foreign experience in the development of effective methods of teaching foreign languages, such as communicative orientation, the activity basis of teaching, selection and organization of educational material, management of educational activities of trainees to master innovative experience [5].

The implementation of lifelong education provides for the provision of all people, regardless of their age, social status, the same rights and opportunities in terms of obtaining a new and postgraduate education. The decisive factor in the social development and economic progress of the country can and should be the rational use of human resources, the adaptation of which to the rapidly changing labor market is impossible without the creation of appropriate training and retraining programs for specialists. "Continuing education" is aimed, first of all, at ensuring that the adult part of the population can to develop their abilities, enrich the previously acquired knowledge and, as a result, improve their professional training ", believes V.A. Pavlovsky [8, p. 78]. In this regard, the study of foreign languages acquires special significance, since it is foreign languages that allow a specialist (regardless of the field of activity) to maintain his professional form, to be at the level of the latest achievements of science and technology in his field. The state is obliged to provide any citizen, regardless of age, with the opportunity to learn or improve the foreign language of his choice. The solution of these problems in a situation of pronounced internationalization of language education in the countries of the world presupposes an orientation towards foreign experience.

7.5 The principle of active communication

Communication is the property of speech to express a certain content in order to meet the specific needs of communicants. The communicativeness of speech presupposes a clear focus on the learner. The communicativeness of speech can be carried out only if the principle of communicative learning is observed. This requires: - to determine the social and personal status of students in order to develop a further training strategy, which involves taking into account the abilities and individual characteristics for specialists in a particular profession; - to create an appropriate psychological climate in the classroom, the basis of which is respect for the student's personality, the absence of fear of language errors and psychological barriers in the process of communication; - to ensure such a practice of language communication in the classroom, which guarantees the creation of

speech automatisms, as well as a full-fledged transfer of (professional) information adequate to the meaning and purpose of communication; - to have teaching staff who know the subject and are able to didactically organize the educational process in such a way as to develop speech automatisms in students; - to identify communicative intentions and typical situations (everyday, business, professional) communication of students and focus on them didactic efforts of teachers. Compliance with the principle of communicativeness provides a solution to the problem of practical knowledge of FL. This refers to the study of a language not only with an educational, but also, above all, with an effective practical goal: the study of language as a means of communication - productive and active. For more and more often the problem of not mediated mastery of the language - reception and transmission of information through the written channel (reading and writing), but also the direct mastery of oral foreign language speech (speaking and listening comprehension) is brought to the fore. This approach defines, in general, the essence of the communicative approach to the study of a foreign language. In educational communication, great importance should be attached to the didacticity of speech, i.e. students' possession of pedagogical skills that allow rationally and productively to transfer educational knowledge in order to obtain the desired learning outcome - the conscientiousness and strength of the assimilation of educational material and the necessary transformation of its initial experience [3,4]. Communication tasks should be creative in nature, since they imply the student's freedom to choose the means, volume and language complexity of the statement, for example, when developing an argument or deploying a thesis.

A great methodological advantage of the communicative task is, according to N.A. Kovaleva, the fact that she is "a productive-receptive unit that implements the activities of both the speaker and the listener, for example, joint discussion of information presupposes the solution of communicative problems as a speaker (inform, explain, describe, ask, clarify), and the listener (to understand, remember, write down, compare, draw a conclusion) "[2, p. 42]. Thus, a typical complex communication task is the following: the listener must find something, clarify, define, then inform, convince, prove, evaluate. According to the general opinion of practicing teachers, communicative tasks naturally combine communicativeness and problem, realizing various communicative intentions of the speaker / listener: to describe, request information, clarify it, understand a question and answer it, evaluate what was heard. At the same time, it is necessary to take into account both extra- and external linguistic conditions of educational foreign language communication, which in the practice of professionally oriented teaching can be considered as a linguistic professional educational environment, including the scope of educational activities, the target assignment of foreign language communication, subject-thematic content of speech, its situational conditioning and didactic motivation. One should not ignore such extralinguistic factors as the addressee of speech, i.e. student, his professional affiliation, educational and cultural level, moral and ethical attitudes, mental and speech abilities, interest in this course of study, as well as the presence of a certain linguistic competence. The need to take into account the above factors G.V. Ievleva explains that "the specific

process of pedagogical communication, including foreign language, is a complex complex - a certain relationship of structural and semantic elements of speech and extralinguistic factors that determine the specifics of this type of speech, determine the choice of speech means and determine its structure "[1, p. 37].

7.6 The principle of multilevel training in the context of the diversification of the educational process at the university

A feature of the modern stage of development of society is the variety of conditions for the use of a foreign language in the professional and educational activities of specialists. The existing diversity is due to a number of factors, among which we can note the specifics of economic sectors, types of engineering activities, various types of enterprises, etc. The diversity of professional conditions for using a foreign language leads to a diversification of the existing needs of modern specialists in the use of and, as a consequence, in the study of a foreign language [1]. Diversification of the needs for the use of a foreign language gives rise to a specialist's need to further improve the level of professional foreign language communicative competence. This is confirmed by the data of our research, during which it was revealed that more than 50% of respondents with different work experience consider it necessary to improve their level of proficiency in a professional foreign language. The diversification of the needs for learning a foreign language is reflected in the different levels of motivation among students of technical universities. With the general orientation of students, for example, technical universities, to use a foreign language in their future professional activities (from 80% to 90%), a certain part of them, focused on the requirements of the labor market, is characterized by increased motivation to learn a foreign language, and they make attempts to continue studying it upon completion of the basic course. Many young specialists after graduating from a university, when changing their place of work or moving up the career ladder, entailing a change in the nature of their activities, also feel the need to improve their foreign language communicative competence [1]. Diversification of the needs of specialists in the use of a foreign language in professional activity requires diversification of professional foreign language training in engineering education, which is a condition for ensuring its continuity. Continuous professional foreign language training in engineering education is understood as a set of educational programs aimed at the formation and further improvement of professional foreign language communicative competence in accordance with the requirements of the labor market, the tasks of obtaining engineering education and the personal needs of students. The diversification of continuous professional foreign language training is understood as the direction of development of foreign language training, which is caused by the diversity of the use of a foreign language by engineers and which creates conditions for the fullest possible satisfaction of the needs in its study based on the choice of educational trajectories by various participants in the educational process with an unlimited number of options for combining education. - educational programs. Diversification should be carried out in accordance with the principles that are determined taking into account the world and European

trends in the development of higher education, the specifics of teaching a foreign language in domestic and foreign universities. Diversification of foreign language training of engineers involves:

- determination of the typical diversified needs of specialists in the use of a foreign language in their professional activities;

- diversification of the goals of foreign language training on the basis of a single measuring scale;

- diversification of the content of foreign language training based on a new typology of professional profiles of foreign language training;

- diversification of educational programs depending on the goals and profiles of teaching a foreign language.

A diversified system of continuous professional foreign language training provides:

- focus on meeting the current diversified needs of specialists in the study of various foreign languages;

- achievement of various levels of foreign language communicative competence, correlated with the Common European System of Levels, depending on the types of professional activity and types of enterprises;

- a structure that combines both the invariant and the variable part of the system, both university and postgraduate courses of a foreign language, both compulsory and additional educational programs in a foreign language, ensuring the availability and continuity of foreign language training;

- flexibility, providing the ability to implement various options for the system at the level of the university, faculty, individual specialty, as well as specific students, depending on the demands of professional activities and personal needs;

- continuity, providing graduates and students with the opportunity to further improve the existing level of foreign language competence in connection with changing needs over time;

- openness to ensure the possibility of including an unlimited number of training programs, depending on future needs.

But multilevelness can have another interpretation - not organizational, but exclusively linguistic and communicative. The multilevel model presented in the document "Common European Framework of Reference" can be used in the construction of successive educational programs in a foreign language for specialists of various profiles in accordance with European standards, since it allows for a clearer planning to create a "learning space" because:

- a language learner has the opportunity to get an accurate and objective idea of the level of language proficiency he has achieved and to clarify the ways and directions of his (level) improvement;

- curricula and teaching materials, built with an orientation to the adopted system of levels, will allow to establish the existing progress in teaching the language at its various stages;

- the effectiveness of achieving the student's goals and the quality of language acquisition are assessed in terms of and in accordance with the achieved level of

language proficiency, which can significantly facilitate the procedure for assessing the level of language proficiency;

- this assessment takes into account the knowledge and experience of the student that goes beyond the curriculum, which makes it possible to obtain more complete information about the development of communicative competence;

- a common system for assessing language proficiency will greatly facilitate the comparison of goals, levels of proficiency, teaching materials, tests and results achieved in different situations using different technologies of teaching / learning a language;

- the system of levels and its categories, which make it possible to determine the specifics of tasks to achieve specific goals, will help examiners assess the level of students' language proficiency and the degree to which their actual knowledge of the language complies with the standard (requirements) adopted for certain conditions of language learning (this will make it possible to outline the nearest and more distant perspective in the field of effective mastering of the language by students and their personal development);

- a system of levels and assessments of language proficiency will allow coordinating the content of education in various educational systems and institutions in which languages are taught and studied.

To determine the content of each level (program), in accordance with the adopted document, the set of competencies (elements) is established, which is necessary for participation in the process of foreign language professional communication in the framework of solving certain problems.

Within the framework of the Council of Europe, professional education was characterized as a link in the system of continuing education in the period between leaving school and the beginning of an individual's professional activity. When future specialists fulfill the requirements presented to them, laid down in the curriculum, the question naturally arises of certification of trainees or determination of the levels of formation of foreign language communicative competence [2, 3]. The complexity of this problem is due to the fact that by the time of the first symposia and workshops (1989-1993) within the framework of the Council for Cultural Cooperation under the Council of Europe, where the professional sector, created in 1989 by the Institute of General Higher Education , there was no common point of view on the criteria for determining the levels of proficiency in a foreign language and, in particular, in relation to VOLL. The difficulty also lies in the fact that in different spheres of professional use of a foreign language, a different degree of readiness of the communicants to come into contact with a foreign language interlocutor is required. It is reasonable to carry out effective training of specialists with knowledge of a foreign language, first of all, at the functional level, taking into account a specific specialty. For effective participation in the communication process, not all foreign language learners want or need to acquire all the competencies to communicate in a language that is not their native language. Some, for example, do not need written language. Others are only interested in understanding written texts. The choice of options for speech activity, strategies, tasks as a means to achieve the goal is decided by the student

himself in each specific case. The implementation of speech actions presupposes a certain level of formation of communicative competence. It should be noted that when establishing the scale of professional levels of mastering a foreign language, the following provisions were taken into account.

1. In connection with the use of modern technologies in all spheres of industry and trade, the broad professional needs of specialists must be satisfied, which makes it necessary to introduce them to the basic study of a foreign language. At the same time, professional foreign language training is enriched with the language content of the general course of a foreign language.

2. Due to the social conditioning of the language, it is necessary to highlight the general linguistic functions characteristic of the specifics of a particular profession. It is important that the content of teaching a foreign language, effective within one specialty, can be transferred to other professions (business block, for example).

3. Since learning a foreign language is a meeting with a new world, it should be something more than imitation of linguistic behavioral roles. The key to solving this problem is seen in the formation of sociocultural competence among communicants.

In Dublin in 1992, an adequate scale of professional levels was created, in the development of which the following factors were taken into account.

1. Due to the fact that the declared goals of teaching a foreign language are considered as instruments of influence on the practice of teaching, the level scale acts as a planned result of educational activity.

2. The specification of the goals of professionally oriented learning is carried out according to parameters that provide for the behavioral skills and abilities of the student and fix the degree of achievement of the final requirements for mastering a foreign language.

3. The completeness of the presentation of the requirements for the levels of learning foreign languages for mastering a specialty is based on the co-assignment of the levels of an individual's linguistic ability with the types of speech activity. Since the stages for beginners, as a rule, consist of a more numerous student body, the most popular and, therefore, concretized were three levels: the lowest - the level of "survival", the second - "prethreshold" and the third - "threshold" level. The presented scale serves as the basis for pragmatic decisions, theoretical comprehension and use in practice of professionally oriented teaching of foreign languages.

However, the created scale of professional levels, in which "advanced" levels were not practically developed, soon ceased to meet the requirements of modern Europe - Europe without borders. The spheres of interethnic cooperation are significantly expanding, which requires paying special attention to the problems associated with in-depth study of a professionally oriented foreign language course. In the document Modern Languages: Learning, Learning, Assessing. Common European Competences "(CC), an attempt was made to further develop a multilevel linguistic and linguistic-dactic model.

These and many other problems of continuous foreign language learning in the field of professional communication actualized the solution of such tasks as: - design of multilevel content of professionally oriented foreign language education and development of means of linguo-didactic testing, fixing the level of foreign language professionalization, structured in accordance with international (European) standards; - development of multi-level (printed and electronic) educational and methodological support, reflecting the concept of textbooks and teaching aids in the specialty, developing all types of speech activity in the field of professional communication, creating the possibility of the organic development of both linguistic, cognitive and professional motives. At the same time, the construction of any professionally oriented course or program of teaching a foreign language, including an analysis of the needs of the student, the definition of goals, objectives and content of training, the creation of an educational and methodological complex in the specialty and the choice of control methods that record the degree of formation of a foreign language professional communicative competence, reflect The trajectory of the student's movement along the horizontal is determined, where the equivalence of the level of language proficiency for different specialties is determined. Vertical movement in a foreign language educational space is ensured by the progressive development of professional communicative competence, which includes all stages - from initial vocational training in a foreign language to the stages of postgraduate improvement, while observing the continuity of Russian state educational and professional standards, structured in accordance with international levels. language proficiency. The positive experience of structuring (harmonizing) programs in accordance with the European levels of knowledge of foreign languages has been accumulated in the scientific research of V.V. Safonova (Euroschool) [5], I.I. Khaleeva (Moscow State Linguistic University) [6], Yu.B. Kuzmenkova (HSE) [7], L.L. Grafova (PTA) [8], in many other universities in the country. A special place is occupied by research developments of universities, which historically trained specialists for foreign economic activity - the Diplomatic Academy and MGIMO (NP Geraskina, LM Karatseva, etc.) [9]. A stage of foreign language professional development within the framework of postgraduate education, in addition to postgraduate studies and additional education programs, can be considered training at universities in the UK, USA and other countries, where graduates are offered a whole range of opportunities: from popular programs in economics and law to highly specialized technical courses [10, 11 , 12]. Recently, for example, the postgraduate MBA course for applicants for a master's degree in business administration has been very popular.

Thus, the vertical of improvement of foreign language professional skills can be built on the basis of existing standards, harmonized with international ones, practically for any industry, area of knowledge. At the same time, the determination of the equivalence of the requirements for the level of language proficiency horizontally when comparing the professional qualifications of various professions is facilitated, for example, by the study of such official documents as the "Law on Language" in the former Soviet republics, which determines the level

of proficiency in the state language for adoption. to work in any particular specialty. The experience of linguistic scientists and lawyers in the Baltic countries, for example, can be used to identify the characteristics of the linguistic personality of a specialist. The preservation and further development of a free, multinational, democratic Europe to a large extent depends on the level of education of young people, their ability to fully participate in building such a society. This makes it necessary to form such personal qualities as independence of thought, independence, a sense of responsibility before society for their actions; awareness of their belonging to a particular cultural community and a sense of pride in cultural heritage, the ability to protect their rights and interests and at the same time respect the rights and interests of other peoples; the desire to get rid of prejudices and intolerance towards another culture, understanding and acceptance of a foreign culture, the ability to successfully communicate with its representatives, avoid possible conflicts and be able to resolve them in a non-violent way. In the context of the modern integration of European states, the mobility of their citizens is increasing, associated with the search for work, study or recreation. In this situation, the role of knowledge of modern languages increases, the study of which can last a lifetime. Thus, as the last decade has shown, multi-levelness is one of the most important problems in education. No one doubts the need to introduce multilevel education. Over the past twenty years, serious steps have been taken both at the state level (the Law on Education in the Russian Federation, the Federal Program "The System of Language Education in Russia" [13], joining the Bologna Process, the Concept for the Modernization of Russian Education for the Period up to 2010 [14] etc.), and at the methodological level (Model programs in foreign languages of the UMO - 1995, 2000 and 2006 [15], as well as numerous sample and working programs created in specific non-linguistic universities). The practice of teaching a foreign language also recognizes the priority of multilevel education. However, the implementation of the generally recognized progressive technology is hampered, first of all, by the half-heartedness of organizational decisions. The declared multilevel variable training was not reflected (certified) in official documents. Traditionally, state diplomas of higher education, which are focused on most of the country's universities, do not provide for the completion of any specific level of language proficiency. All this belongs to the sphere of methodological issues of professionally oriented training of foreign languages specialists, which are also called upon to deal with professional linguodidactics. Overcoming the obstacles to the implementation of multi-level training in the field of professional communication is facilitated by person-centered training, which allows the specialist to choose and build an individual trajectory of advancement in a foreign language educational space.

7.7 The principle of originality and authenticity of materials and activities

Within the framework of this principle, didactic design is considered in accordance with real communication needs and based on the use of materials from

authentic sources. When analyzing this problem, it is necessary to separate the conceptually important concepts of "authentic materials" (or "authentic linguistic activity") and "original materials" ("original linguistic activity"). In the context of foreign language training, original means phenomena and objects produced by the speakers of the taught / studied language.

Originality is inextricably linked with the adherence to principles of norms - both linguistic and speech, and discursive. It is obvious that even at this initial stage (the stage of defining terms) we are faced with the extreme contradictions of the concept of "native speaker", which is internal to the considered concept of originality. This inconsistency is connected with the fact that the majority of languages studied in universities are characterized by ethnocultural dispersion, leading to the actual absence of clear, unambiguously defined norms. Thus, in terms of linguodidactics, it is impossible to speak of an unambiguous object of assimilation.

Phenomena and objects (including materials and aspects of activity) that are typical for any user of the language (both native and non-native) are characterized by authenticity. In this case, typical linguistic deviations, variations, phonetic, grammatical, syntactic and other "noises" come to the fore, as well as activities that are not always typical for an average native speaker, but typical for a certain professional community.

Authenticity is becoming increasingly important in connection with the internationalization of the professional and educational activities of students / graduates of universities and the expansion of the number of users of the generally accepted languages of international professional communication (English, German, French, Spanish).

Thus, the original (created by native speakers) materials are not always authentic, since today it is important to teach frequency variations, especially when teaching English. This is recognized as fundamentally important in modern conditions and should be reflected in the design of the content and technology of professional foreign language training at the university.

Currently, there is a reduction in the influence of institutional (i.e., orderly, organized and controlled by the state) education on the formation of the personality of a member of society; stochastic factors of personality formation prevail. Education today should be perceived as a tool, as something auxiliary in this process: students already perceive the education system only as a source of additional knowledge. As part of the implementation of complementarity principle, training in a foreign language should provide the student with some additional applied knowledge that cannot be provided by other sources of information. The new paradigm of higher education (i.e., not higher specialized, but higher general professional education) leads to the need for an innovative approach.

Mainly innovation concerns the selection and organization of training content. It is generally accepted that the content of education is understood as the content of the triune integral process of education (formation) of a personality - assimilation of experience, upbringing and development. In order to ensure optimal conditions for this process, the most adequate preparation of students to fulfill certain social

roles in the future based on the specialties they acquire, the structure of the educational process (and the content of education) should be carefully organized by selecting appropriate forms and methods, as well as education technology. As a result, not only formal, but also qualitative changes should take place in the education system. The duration of training, the content of education, and, in fact, the approach to the implementation of higher professional education as such will change. The emphasis in teaching is shifting from a narrow specialization in combination with an abundance of encyclopedic and largely nonapplicative theoretical knowledge towards the formation of practice-oriented knowledge and skills.

The emphasis should be shifted from the dominant today idea of moral and aesthetic education of the student by means of language training to contribute to the formation of the personality of a professional. This will not only increase the effectiveness of language teaching, but also increase the level of students' motivation for learning activities.

THEME 8. INTERACTIVE METHODS IN FLT
Learning outcomes
1.Recognize the importance of the interactional aspect of communication
2.Recognize the benefits and tips for organizing successful webinars
3.Identify the principles of coaching
4.Identify the principles of selectivity and electivity in foreign language training
5.Identify different forms of interactive learning technologies
6.Understand the role of the student in the principle of electivity
7.Understand the principles and algorithm for constructing an interactive lesson
8.Understand the concept and principles of coaching
9.Identify the three aspects of verbal communication in a foreign language
10.Understand the role of the student, teacher, and specialist in interactive learning

8.1. The principle of interactivity

In order to determine the role of interactivity in the process of professionally oriented learning of foreign languages, it is necessary to turn to the concept of "interaction" as an important aspect in communication, which forms the basis for communication. Teaching verbal communication in a foreign language involves teaching three of its aspects: communicative, interactional and perceptual. Failure to master one of the aspects of communication disrupts the communication process as a whole. The study of the process of continuous foreign language learning in the field of professional communication shows that one of the serious reasons for failures in teaching speech communication is the underestimation of the interactional aspect of communication. Some methodologists even talk about interactional competence. To the interactional aspect of communication, according

to T.N. Astafurova [1], include: psychological atmosphere, "communication networks" (dyads, triads, small groups, etc.), roles and role prescriptions (who says when, how often, etc.), communication rules: culture and communication technique (how to start communication, how to support it, how to change the topic of communication, etc.), verbal and non-verbal means (using "empty phrases", pause fillers, communicative stereotypes, gestures, facial expressions, etc.).

The interactive aspect of professionally oriented foreign language teaching examines the process of interaction between a student and a teacher: from setting tasks based on an analysis of needs to assessing learning outcomes, which fix the level of formation of not only linguistic skills, but also the professional qualities of a specialist. At the same time, the professional competence of the teacher-specialist is revealed. Teaching the language of a specialty cannot be carried out without observing the principle of interactivity, which is understood here as the interaction of all participants in the process of professionally oriented foreign language learning: teacher - student - specialist in this specific area of knowledge. Moreover, their fruitful interaction helps both the linguist to avoid incidents in the translation and understanding of texts in the specialty of various genres, and the specialist to obtain accurate and correct information, the distortion of which may entail unforeseen problems. The educational process takes into account the individual needs and interests of the student. At the same time, the student acts as a full participant in the learning process, built on the principles of conscious partnership and interaction with the teacher, which is directly related to the development of the student's independence, his autonomy, creative activity and personal responsibility for the learning outcomes.

8.2 Classification of interactive learning methods

The concept of interactive learning provides for several forms / models of learning:

1) passive - the student acts as an "object" of learning (listens and looks);

2) active - the student acts as a "subject" of learning (independent work, creative assignments, term papers / projects, etc.);

3) interactive - interaction, equal partnership.

The use of an interactive learning model provides for the modeling of life situations, the use of role-playing (business) games, and joint problem solving. The dominance of any participant in the educational process or any idea is excluded. From the object of influence, the student becomes the subject of interaction, he himself actively participates in the learning process, following his individual route.

All interactive learning technologies are divided into non-imitative and imitative. Non-simulation technologies do not imply the construction of models of the studied phenomenon and activity. Simulation technologies are based on imitation or imitation-game modeling, i.e. reproduction in learning conditions of processes occurring in a real system. Modern pedagogy is rich in a whole arsenal of interactive approaches, among which the following can be distinguished:

• creative tasks;

• work in small groups;

• educational games (role-playing games, imitations, business games);

• use of public resources (invitation of a specialist, excursions);

• social projects and other out-of-class teaching methods (competitions, interviews, films, performances, exhibitions);

• study and consolidation of new material (interactive THEME, work with visual aids, video and audio materials, "learner as a teacher", "everyone teaches everyone", mosaic (openwork saw), use of questions, Socratic dialogue);

• testing;

• warm-ups;

• Feedback;

• distance learning;

• discussion of complex and debatable issues and problems (take a position, scale of opinions, POPS-formula);

• problem solving ("decision tree", "brainstorming", "case analysis", "ladders and snakes");

• trainings.

Basic methodological principles of interactive learning:

☐ careful selection of working terms, educational, professional vocabulary, conventional concepts (development of a glossary);

☐ a comprehensive analysis of specific practical examples of professional activity in which the student performs various role functions;

☐ maintaining continuous visual contact with all students;

☐ performing the function of a moderator at each lesson by one of the students

(presenter), who initiates and orients the discussion of the educational problem (the teacher in this case acts as an arbiter);

☐ active use of technical means, including handouts and didactic material in the form of tables, slides, educational films, videos, video clips, video equipment, with the help of which the studied material is illustrated;

☐ the teacher's constant maintenance of active intragroup interaction, the removal of tension in the relationship between the participants, the neutralization of "sharp" steps and actions of individual groups of students;

☐ prompt intervention of the teacher in the course of the discussion in case of unforeseen difficulties, as well as in order to explain the new provisions of the curriculum;

☐ intensive use of individual assignments (home control assignments of a self-diagnostic or creative nature, etc.);

☐ organization of the spatial environment - the "playing field", which should contribute to the liberation of students;

☐ playing game roles, taking into account individual creative and intellectual abilities;

☐ training in decision-making in conditions of strict time regulation and the presence of an element of uncertainty in information.

The organization of innovative training includes:

- finding a problematic formulation of the topic, goals and questions of the lesson;

— preparation of the educational space (specialized auditoriums, educational laboratories, etc.) for dialogue, for active work;

— formation of motivational readiness of a student and a teacher for joint actions in the process of cognition;

— the creation of special (service) situations that encourage the integration of efforts to solve the task;

— development and adoption of rules for equal cooperation for students and teachers;

— the use of "supportive" communication techniques: benevolent intonation, the ability to ask constructive questions, etc .;

— optimization of the system for evaluating the process of cognition and the results of joint activities;

— development of group and interpersonal skills and skills of analysis and introspection.

8.3 General principles and algorithm for constructing an interactive lesson

Rule 1. All participants should be involved in the work. To this end, it is useful to use technologies that allow all participants to be included in the discussion process.

Rule 2. We must take care of the psychological preparation of the participants. The point is that not everyone who comes to the lesson is psychologically ready to be directly involved in some form of work. In this regard, warm-ups, constant encouragement for active participation in work, and providing opportunities for self-realization are useful.

Rule 3. There should not be many learners in interactive technology. The number of participants and the quality of training can be directly related. The optimal number of participants is up to 25 people.

Rule 4. The room should be prepared in such a way that it is easy for participants to transfer to work in large and small groups.

Rule 5. Clear consolidation (fixation) of procedures and regulations. This must be agreed at the very beginning and try not to violate it. For example: all participants will show tolerance to any point of view, respect the right of everyone to freedom of speech, respect his dignity.

Rule 6. Pay attention to dividing the workshop participants into groups. It is best to build it initially on a voluntary basis. Then it is appropriate to use the principle of random selection.

WEBINAR

A webinar (from the words "web" and "seminar") is a "virtual" seminar organized by means of Internet technologies. The main feature of the seminar is

the interactive nature of the webinar. In other words, you make a presentation, the audience asks questions, and you answer them. The easiest way to organize a webinar is to use the services of companies specializing in the provision of these services. Benefits of the webinar. The webinar has all the advantages of its "big brother" of the seminar, except for the possibility of "backstage" communication between "visitors", as well as "live" communication between them and the speaker (which is especially critical for charismatic speakers). These are perhaps the only significant disadvantages of webinars, and there are much more advantages:

1. The costs of organizing webinars are significantly lower (no need to rent a hall, equipment, no need to order catering).

2. High availability for "visiting" by listeners (no need to buy train or plane tickets).

3. Significant time savings for organizing.

4. Convenience for "visitors" (perception of information in a familiar environment, without extraneous noise).

5. Interactive interaction between the speaker and "visitors, as well as" visitors "among themselves.

The most effective webinar is in the B2B segment, where the "share" of each potential client ("visitor") is quite high. Considering that the topic of the report is not discussed one-on-one, but with a whole group, your report is able to raise a number of questions and opinions, which gives a more representative feedback from your audience. Tips for organizing successful webinars:

1. Notify potential listeners in advance about the date and time of the webinar.

2. Launch an advertising campaign for your webinar.

3. Plan a convenient time for your webinar.

4. Develop metrics to measure the effectiveness of the webinar

5. Test run the webinar.

6. Present interesting information.

The continued success of your future webinars depends on how you conduct your first webinar with a specific group. Remember, people are wasting their time listening to your presentation, and the last thing they want to hear is old facts and idle conclusions. Try to surprise your audience with something new and unexpected, and then you will get an interested audience who will gladly attend your next talk.

7. Don't be afraid to use a lot of text. Any experienced presenter will tell you that in Power-Point presentations, you need to minimize textual information and shift the emphasis to pictures, diagrams and graphs. All this is true for "real" reports, where the speaker often shifts attention from the screen to himself, the words themselves on the screen are hard to see, and people perceive pictures and diagrams better. In webinars, the use of text is not so critical, so you can safely increase the "dose" of symbolic information in your slides.

8. Check your presenter. For your presenter, whoever he is, a webinar can create a "relaxed" feeling. There is no live contact with the public, hence less excitement and, as a result, underestimation of their strengths in preparing for the webinar. Make sure that the speaker has carefully prepared his speech, it will not

be superfluous to have the text as a printout in front of his eyes during the presentation.

9. One is good, but two is better. During the THEME, listeners may have questions that are most often asked via chat (a kind of messenger), it is clear that the speaker cannot be simultaneously a "Swiss, a reaper and a gamer" and he needs an assistant who will simultaneously pick up the baton.

10. Provoke discussion. It is very important to provoke discussions, and given that a webinar is not quite the usual way of communication for most listeners, it is important to periodically remind them how to ask questions (technically) that you are always happy to answer.

For example, if there are 25 slides in a presentation, then every fifth slides can be safely reminded of questions. Also actively "promote" the audience for the final discussion, the main thing is to call one for a conversation and other visitors will quickly pick up. In general, there is nothing difficult in organizing webinars, at least if you have already organized seminars, then there is nothing to be afraid of. If you don't have the experience of real presentations, a webinar is another reason to test your strength in more comfortable conditions before a live performance.

COACHING

Coaching - revealing a person's potential in order to maximize his effectiveness "; the art of creating, through conversation and behavior, an environment that facilitates the movement of a person towards desired goals, so that it brings satisfaction; a system for the implementation of the joint social, personal and creative potential of the participants in the development process in order to obtain the maximum possible effective result.

The advantage of the training is that it ensures the active involvement of all participants in the training process.

Training requirements:

the optimal number of training participants is 15-20 people;

—   a classroom corresponding to the number of participants in the training, where the seats are located in the "training circle", which contributes to the active interaction of its participants;

—   — the obligation to familiarize the participants of the lesson - training with the goals and objectives before the start of this lesson;

—   — conducting the "acquaintance" exercise at the first lesson of the training and adopting the "agreement" of the rules of the group work;

—   —   creating a friendly, trusting atmosphere and maintaining it throughout the training;

—   — involvement of all participants in active activities throughout the training;

—   — respect for the opinions of each training participant;

—   — encouraging training participants;

—   — leading the training participants to achieve the goal of the lesson set before them, without imposing their opinions (decisions);

—   — ensuring compliance with the time frame for each stage of the training;

—   — ensuring an effective combination of theoretical material and interactive exercises;

—   — obligatory summing up of the training results at the end of the training.

The four basic stages of coaching: goal setting, reality check, building paths to achieve and, in fact, achievement (it is also called the will stage). The difference between coaching and all types of counseling is the bet on realizing the potential of the student himself. The difference between coaching and consulting - coaching does not offer solutions and does not tell you what to do. Coaching, today, is one of the most effective tools for the development and personal growth of a person. Coaching is not mentoring, not psychotherapy, not counseling, not training, but a unique process aimed at the result that the student wants to achieve. Coaching is a modern technology with a systematic approach. Coaching helps a person find and use their resources to solve absolutely any problem. In coaching, the work of a person solving their problems occurs with the help and support of a coach. The term "coaching" was coined by the English businessman and consultant Sir John Whitmore, and literally it can be translated into Russian as "instruct, prepare, train".

Five basic principles of coaching

• Every person who turns to a coach is healthy and in perfect order.

• Human potential has no boundaries. Each person has enough resources to achieve his true goals, and no one except him can solve his problem in the best way.

• A person knows much more about himself and his current situation in which he finds himself than a coach or consultant.

• Each person acts in the best possible way based on the alternatives known to him, ie. he chooses the best behavior model known to him, applicable in a particular case. The more patterns of behavior a person knows, the richer his choice.

• People do not need criticism to improve their lives.

Applications

In business, this teaching is effectively used to:

• company development
• defining the company's strategy
• developing a development plan
• team building
• motivation
• training and education
• elimination of conflicts in the team

During the session, the opportunity opens up:

• look at the situation from all sides and evaluate it as a whole
• generate several different ways to solve the problem
• analyze them and make the best decision

• draw up an action plan

In personal life, it is used to resolve any issues:

• in raising children

• to resolve family conflicts

 • when building relationships with friends and colleagues

• to get rid of bad habits - smoking, alcohol and food addiction.

 It is also successfully used for:

 • job search

• definitions of specialization

 • career advancement

The main task is not to teach anything, but to stimulate self-learning so that in the process of activity a person can find and receive the necessary knowledge himself. The essence of the approach lies in the disclosure of the sleeping internal potential, and the activation of the system of motivation for each individual person.

8.4 The principles of selectivity and electivity

We will consider the principles of selectivity and electivity together, since they both relate to the problem of choice. In this case, the choice is made by different subjects of the educational process: selectivity is the prerogative of teachers, methodologists, researchers and other specialists in the field of designing the content of foreign language training; and electivity is largely related to the description of the activities of the learners. Despite the need to meet the diverse educational needs of the population, teaching foreign languages cannot and should not be built like a "buffet" of knowledge, ensuring the momentary cultural needs of a person. Education should be systematic and lay the foundations for the student's independence in learning and using the language. This presupposes a personal level of human development. The implementation of the principles of a communicative and professional orientation assumes that the entire system of characteristics included in the content of teaching a foreign language in a non-linguistic university is purposefully selected components designed to ensure the holistic functioning of professional communication in a foreign language in everyday life, cultural, socio-political and professional spheres of activity of specialists.

This provision made it possible to single out a new specific principle of professionally oriented teaching in foreign languages - the principle of selectivity, which occupies one of the central places among the specific regularities of professional linguodidactics. Its main meaning lies in the fact that in the process of teaching a foreign language to (future) specialists, the content of training becomes not a foreign language in general or learning it from scratch, which often happens even in cases when the language has already been studied for 9-10 years at school, but all methods, aspects and components of professionally oriented foreign language education are subject to careful selection (selection) aimed at achieving the goal of training - the formation of a foreign language professional communicative competence of a linguistic personality of a specialist.

The principle of selectivity helps to overcome such shortcomings as chaotic and unsystematic use of linguistic, grammatical and educational material. In an effort to use original material in the specialty, the level of language proficiency is not sufficiently taken into account. It is possible to solve this problem if there are precise descriptors of foreign language professional communicative competence for each level, harmonized with international standards. The selection of methods and forms is based on the problem-communicative approach based on the professional context, which, together with the cognitive personality-activity approach, should be aimed at the formation of a foreign language professional communicative competence of a specialist. The principle of targeted selection of linguistic material is implemented by comparing and analyzing the speech and language material of adjacent learning stages. The selected material is then systematized in accordance with the specifics of its functioning in professional speech. When selecting a lexical minimum, for example, it is necessary to objectify common vocabulary, special vocabulary and terms. With regard to grammar, students must fully master the active and passive minimum grammar by the beginning of their studies at an advanced stage of preparation in a foreign language. At this stage of training, productive and receptive grammatical skills are selected and improved on the material of narrower professionally significant topics, communication situations and texts.

The selected regional knowledge is designed to create the necessary background against which speech, including professional, behavior is realized, in the process of which both verbal and non-verbal forms of communication inherent in a given culture function. The developed component composition of the foreign language professional communicative competence and the system of the considered principles are the criteria for selecting a set of approaches, methods, forms and means of professionally oriented teaching of a foreign language in the system of continuous professional education. Thus, the principle of selectivity can be considered as a criterion for the methodological expediency of selecting a specific special (professional) material that meets the requirements of functionality in teaching foreign languages to specialists.

In modern conditions, when it is required that knowledge in educational institutions is given in a comprehensive, integrated manner, in order to solve specific life and professional problems, it is necessary to develop skills of selectivity, allowing from the whole variety of problems, tasks, situations, forms and methods of vocational education to select the optimal ones for building an individual trajectory. promoting the personality of a specialist in a foreign language educational space. The essence of the principle of electivity is that students are given a certain freedom in choosing the content, forms and techniques, timing, time and place of training, which confirms focus on the needs of students. Currently, it is promising to create on the market of language services programs of courses of foreign languages of various durations, designed for a variety of language needs and taking into account the different levels of language training of potential listeners, representatives of various professions. Thus, the personality-oriented paradigm of modern education, which is the basis for the construction of

successive educational programs in foreign languages in the system of continuous professional education, turns the foreign language training of specialists into a "variant, open to operational changes and justified innovations, a differentiated sphere" in which the individual "consciously and independently chooses an individual educational trajectory ", which allows, taking into account their individual abilities and capabilities, to achieve a certain professional level that contributes to personal and professional growth. It is advisable to note that the implementation of the principle of electivity, in particular, will ensure the creation of conditions for the formation of educational autonomy of students. By acquiring skills in the field of making a professionally and personally significant decision (in this case, we mean the choice of programs, modules, etc.), the student improves in the field of a number of social and professional competencies, incl. self-improvement competence.

Questions:

1. What are the five basic principles of coaching mentioned in the reading?
2. What are the different forms of interactive learning technologies mentioned in the reading?
3. What is the concept of coaching according to the reading?
4. Who are the participants in the interactive learning process according to the reading?
5. What is the principle of selectivity in foreign language training?
6. What are the benefits of organizing webinars mentioned in the reading?
7. What are the basic methodological principles of interactive learning according to the reading?
8. What is the importance of the interactional aspect of communication in foreign language teaching?
9. How does the principle of electivity benefit students in foreign language training?
10. What are the three aspects of verbal communication in a foreign language?

THEME 9. PROFESSIONAL COMPETENCE OF THE TEACHER
Learning outcomes
1. Identify the strategies for effective classroom management, teaching practices, assessment, and technology skills
2. Understand the structure of a teacher's professional competence
3. Understand the role of a teacher in creating a respectful environment for a diverse population of students
4. Understand the difference between a General English teacher and an English for Professional Purposes teacher
5. Understand the 21st-century teaching competencies

6. Recognize the challenges and solutions for effective training of a foreign language teacher in a technical university

7. Recognize the importance of professional linguodidactics in the context of foreign language teaching

9.1 Structure of teacher's professional competence

All the features of professional linguodidactics described in the previous THEMEs should be reflected in the requirements for the level and composition of the professional competence of a foreign language teacher working in the higher education system. In accordance with this, we can and should talk about changing the requirements for the training of teachers, the assessment of their professional activities and the provision of working conditions that would allow the teacher to effectively form the professional foreign language competence of students.

The special relevance and demand for professional linguodidactics is dictated by the need to develop the methodological culture of foreign language teachers in universities of non-linguistic specialties, which, in the process of expanding professionally oriented training of foreign languages specialists, acquires new characteristics. The "linguistic boom" that began in Kazakhstan at the end of the last century, symbolizing the increased need for the study of foreign languages, and above all the English language, entailed a selective interest in the teaching corps, capable of satisfying a variety of, including professionally oriented, foreign languages, educational needs of students. The provision of such a corpus is difficult to fulfill within the existing system of training foreign language teachers. And the question of how to teach those who teach a foreign language to future lawyers, doctors, economists, builders, customs officers and other specialists has become more relevant than ever.

Our science has established that, along with the linguistic and psychological and pedagogical training of the future teacher of foreign languages, methodological literacy, the foundations of which are laid in the university, plays an important, if not the leading role.

The complex of methodological skills includes such types as design, adaptation, organizational, motivational, communication skills, control and self-control skills, cognitive and auxiliary skills. It is these skills in the aggregate that constitute the basis, the core of the professional methodological culture of the foreign language teacher.

If earlier a foreign language teacher could distance himself from the specifics of the subject and focus only on the peculiarities of a foreign language, justifying his position with the received linguistic education, today the concept of "professional competence" of a foreign language teacher for professional purposes (EPP) began to include additionally knowledge of that special discipline, which is studied in a specific educational institution.

Hence the question arose: "Do foreign language teachers need special (professional) training?" you can definitely say: "Yes!". Based on the judgment "Practice what you preach". The arguments put forward by many researchers of

this problem are not without grounds, since without basic knowledge of a special subject, it is impossible to achieve success in the study of FL in the field of professional communication and, ultimately, to form a foreign language professional competence (LPC) among students, which is the goal of training in non-linguistic universities. At the same time, a number of scholars have proven that a foreign language teacher does not have to have a special education in addition to linguistic, but he must know the basics of the profile discipline of the university, have a steady interest in it and build his education on the principles of professional linguodidactics, focusing on interdisciplinarity, interactivity and integrativity.

What is the difference between an English teacher, the so-called General English (GE), and English for Professional Purposes (EPP)?

Studies on the identification of common and distinctive features among teachers of special and linguistic groups have shown that the functions of the EPP teacher are much wider than that of a teacher of a general foreign language, which lies, first of all, in the very nature of professionally oriented programs and courses. So, along with the set of skills that a teacher of a foreign language should have, both in a linguistic and in a specialized university, the following should be included in the range of problems that teachers of the EPP face first of all:

a) work with professional texts;

b) determination of the level of specialization of the content of educational material.

c) the presence of the foundations of special professional knowledge (specialized education)

Scientific studies of special discourse have shown that the linguistic knowledge necessary for understanding special texts does not differ much from the linguistic knowledge for general texts. In special texts, the structure of discourse can be more compressed and supplied with a large number of special terms, but this does not complicate the work for specialists who are familiar with the specialty, and the terms used are often international.

Working with such texts is highly motivated and proves that FL can be a means of gaining new useful professional knowledge. From this point of view, texts should be selected as elements of the learning process, since too complex (difficult) texts lead to a loss of interest in their study. The teacher himself must know the area of the specialty. Otherwise, they do not need to be used, since the teacher's competence is an important component of the learning process and determines the choice of texts. That is why EPP teachers are often the authors of courses and teaching aids. All this requires the involvement of modern pedagogical technologies, teaching aids, including the expansion of the teacher's competence, the reorientation of his consciousness to values that are adequate to the nature of creative (innovative) pedagogical activity.

The actual problem of effective training of a teacher of foreign languages (FL) of a technical university began to occupy many scientists and practicing teachers. Studies were carried out, in the course of which, based on the analysis of the typical professional activity of a teacher, for example, six aspects of the

professional competence of a teacher of a foreign language at a non-linguistic university were identified:

1) communicative - readiness for communication in a broad and narrow sense, including knowledge of the native and foreign languages (linguistic competence), readiness for social (including interpersonal) interaction (as an aspect of social and professional competences);

2) cognitive - due to the level of intellectual development, mastery of the basic thesaurus and general practical frames;

3) technical - mastery of teaching methods, as well as methods of working with professionally important information;

4) linguistic and cultural - the formation of a culturological picture of the world (with an emphasis on the pictures of the world of speakers of native and taught foreign languages);

5) professional-discursive - expanding the picture of the world due to highly specialized awareness, implying the possession of special frames;

6) motivational - motivation for teaching and self-improvement (including the development of all aspects of professional competence).

At the same time, problems were identified that require resolution to ensure the optimal quality of work of such a scientific and educational-methodological unit; among them are professional-pedagogical, organizational and socio-psychological problems. In this context, it was proposed:

- enrichment of the departments of foreign languages with specialists with technical education (including teachers of the technical departments of this university) with a sufficient level of foreign language training;

- improving pedagogical and linguistic qualifications at the qualification courses and / or through a system of specialized seminars;

- interaction of a student-future engineer undergoing training and already having a certain professional experience;

- advanced training on the basis of the departments of a technical university, carrying out special training of students, which allows teachers to better understand the content of special frame material in a foreign language, which they use for linguodidactic purposes;

- cooperation with teachers of special departments;

- attraction of foreign language teachers to work as translators at international events in technical universities. This will allow teachers to become better acquainted not only with the set of the most frequent professional frames (in the main specialties of the university employer), but also with the culture of the countries of the foreign language taught by directly observing the behavior of native speakers (or frequent users) of the language and quasi-immersion in the language environment;

- to motivate teachers to actively use the resources of the Internet, which is an almost unlimited professional thesaurus;

- mutual attendance of classes, both according to the established schedule and on the private initiative of teachers;

- the work of the School of Pedagogical Excellence, within the framework of which there is an exchange of experience: through attending classes conducted by experienced teachers for young colleagues, and a system of presentations at methodological seminars of the Department of Foreign Languages and other scientific and methodological departments of this university;

- effective distribution of methodical work among the members of the department;

- attracting the staff of the department to participate in intra-university and inter-university projects, experiments and commercial (self-supporting) and state programs. This allows you to improve the professional level of teachers and provide them with additional motivation.

Based on these and a number of other studies, we can offer the following practical recommendations for teaching foreign language teachers for professional purposes.

1. The teacher needs to know himself, which means: - be able to substantiate the choice of a particular method of teaching FL, identifying the necessary theoretical and practical base, the appropriate and most acceptable types of lessons, systems of exercises and methods of control;

- to identify the level of their professional competence, which means not only mastery of the linguistic side of professionally oriented material, but also its special component, which allows you to avoid grammatically correctly organized meaningless combinations of words, that is, they must know what they teach;

- select, replenish, adapt and create new educational material with professionally oriented content.

2. The teacher needs to know the students, which means:

- be able to analyze needs, identify the level of language proficiency, their problems and mistakes, which allow you to create an (individual) training program;

- to determine the area of professional interests of trainees and their attitude to the study of foreign language to maintain motivation;

3. The teacher needs to know his professional community, which means:

- to carry out close cooperation of ESP teachers and teachers of special disciplines;

- to improve in refresher courses not only in linguistic disciplines, but also to intern directly at enterprises in their specialty;

- subscribe, read and, if possible, publish your articles in methodological journals;

- attend seminars, round tables, conferences and courses on teaching a foreign language for special purposes, since the exchange of experience and opinions provide answers to many problems of professionally oriented learning.

Axiological requirements for a EPP teacher in the context of the internationalization of education include

-an understanding of the value-semantic aspects of the content of professionally oriented foreign language education;

-knowledge of the requirements of international professional communication in a multicultural world;

-the ability to educate students in intercultural, interethnic and inter-confessional tolerance;

the ability to help a student to preserve his national identity and civic position in a multi-cultural professional world;

teacher's requirements for professional self-development.

Among the linguo-methodological requirements, it is necessary to highlight

-the knowledge of special terminology, the foundations of the genre and discourse, characteristic of this professional field;

-knowledge of the basics of the methodology of the competence-based approach, knowledge of the methodological provisions and pedagogical technologies ESP, EAP (English for academic purposes is a necessary tool for the development of academic written and oral communication skills), CLIL, professional linguodidactics; the ability to carry out formative assessment of language knowledge and profile discipline;

- knowledge of linguo-methodological support technologies that facilitate the integration and assimilation of the language and subject discipline, as well as the development of communication skills; the ability to plan the result of educational activities.

Interdisciplinary requirements include :

-knowledge of the basic foundations of the profile discipline (obtained both on the basis of self-education and as a result of listening to profile THEMEs);

-the ability to carry out all types of interdepartmental interaction;

- knowledge of educational computer technologies (Moodle platform, blogs, podcasts, quizlets, etc.) and didactic possibilities of using ICT for integrated language and specialty teaching;

-knowledge of the cognitive aspects of teaching foreign languages and specialties, etc.

The allocation of specific requirements for a EPP teacher made it possible to formulate the principles of the formation of his professional-methodological competence (PMC), which is one of the priority goals of professional linguodidactics.

Thus, based on the analysis of the above requirements for the EPP teacher, the formation of the PMC should be based on principles, many of which are consonant with the Professional linguodidactics methodology: integrativity, interdisciplinary cooperation, linguistic methodological support, professionalization of foreign language teaching, informatization, cognition, multiculturalism, professional self-development of teacher.

At the same time, the content structure of the PMC of the EPP teacher, including linguo-professional, linguo-methodological, interdisciplinary, axiological and multicultural competences, was designed on the basis of the above principles.

This made it possible to solve another task set by the professional linguodidactics - to develop a linguo-professional model of training a EPP teacher for work on the basis of subject-language integration.

This model substantiates the content and structure of the professional and methodological competence of a foreign language teacher that meet additional requirements for a foreign language teacher for professional purposes, which involve the study of such aspects of training a EPP teacher as:

- the axiological aspect of the Professional Methodic Competence (PMC) of a teacher of language for professional purposes (EPP), revealing the value essence of interdisciplinarity, and the role of the EPP teacher in the implementation of the language policy of the university in the context of the internationalization of Higher education.

- the linguistic and professional aspect of the PMC of the EPP teacher, including the possession of a system of general linguistic knowledge in the field of foreign language, taking into account the focus on the development of skills in foreign language professional communication, knowledge of the basics of business communication in foreign language and a foreign language for academic purposes, aimed at developing the skills of oral and written academic discourse ...

- the linguo-methodological aspect of the PMC of the EPP teacher, providing for knowledge of the basic domestic concepts of personality-oriented, system-activity, intercultural, socio-cultural and communicative approaches in foreign language education, as well as foreign (ESP and CLIL) and domestic directions (professional linguodidactics) focusing attention on the interdisciplinarity of integrated training in foreign languages and specialties. (PLD) as a methodology for professionally oriented foreign language teaching and training the teacher to apply the most effective methods and techniques characteristic of these approaches.

Among them, the most effective are:

technologies of linguistic and cognitive training support,

taxonomy of educational activities for the development of students' thinking skills,

the Common European Frameworks for Languages (CEFR) descriptor scale,

summarizing forms (presentation, final essay, project defense, oral exam, etc.) and formative assessment (project preparation, writing an analytical review, portfolio) to diagnose the level of student achievement in the framework of the integrated course of study of the foreign language and specialty.

- the interdisciplinary aspect of the PMC of the EPP teacher, as already mentioned above, is based on the theory of interdisciplinary connections in scientific research and in Higher education, revealing multi-level interdisciplinary cooperation with specialized departments to ensure a holistic foreign language professional training of a specialist; for informational and methodological interchange of linguists and subject students, indicating the effectiveness of use, as well as the ability, on the basis of cooperation with teachers of specialized departments, to develop author's interdisciplinary educational programs, including those that contribute to the development of educational autonomy of students;

The multicultural aspect of the PMC of the EPP teacher, includes:

- instilling in students respect for their native language and for the values of the national cultural and scientific heritage, as well as the ability to preserve the civic identity of a specialist in the context of integration;

- the new status of the English language as a lingua franca of professional and social communication and on the change in the semantic accents of foreign language training;

Educating students for intercultural, interethnic and interfaith tolerance, respect for the originality of a foreign language culture and the values of a multicultural foreign language society;

- helping students navigate the possibilities of professional multicultural interaction (internships, training in summer schools abroad, international student projects, etc.). ...

9.2 The 21-century teaching competencies

1. Teachers demonstrate leadership
a. Teachers lead in the classroom by:

- evaluating student progress using a variety of assessment-data measuring goals;

- drawing on appropriate data to develop classroom and instructional plans;

- maintaining a safe and orderly classroom that facilitates student learning;

And - positive management of student behavior, effective communication to defuse and deescalate disruptive or dangerous behavior, and safe and appropriate seclusion and restraint techniques.

b. Teachers demonstrate leadership in the school by:

- engaging in collaborative and collegial professional learning activities;

- identifying the characteristics or critical elements of a school improvement plan; and

- displaying an ability to use appropriate data to identify areas of need that should be addressed in a school improvement plan.

c. Teachers lead the teaching profession by:

- participating in professional development and growth activities; and - developing professional relationships and networks.

d. Teachers advocate for schools and students by:

- implementing and adhering to policies and practices positively affecting students' learning.

e. Teachers demonstrate high ethical standards.

2. Teachers establish a respectful environment for a diverse population of students
a.   Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults by:

- maintaining a positive and nurturing learning environment.

b. Teachers embrace diversity in the school community and in the world by:

- using materials or lessons that counteract stereotypes and acknowledge the contributions of all cultures;

- incorporating different points of view in instruction; and - understanding the influence of diversity and planning instruction accordingly.

c. Teachers treat students as individuals by:

- maintaining a learning environment that conveys high expectations of every student.

d. Teachers adapt their teaching for the benefit of students with special needs by:

- cooperating with specialists and using resources to support the special learning needs of all students; and

- using research-verified strategies to provide effective learning activities for students with special needs.

e. Teachers work collaboratively with families of students and other significant adults by:

- communicating and collaborating with the home and community for the benefit of students.

3. Teachers know the content they teach

a. Teachers develop and apply lessons based on an effective course of study by:

- integrating effective literacy instruction throughout the curriculum and across content areas to enhance student learning.

b. Teachers honor the content appropriate to their teaching specialty by:

- demonstrating an appropriate level of content knowledge in their specialty; and

- encouraging students to investigate the content area to expand their knowledge and satisfy their natural curiosity.

c. Teachers show they recognize the interconnectedness of content areas/discipline by:

- demonstrating a knowledge of their subject by relating it to other disciplines; and

- relating global awareness of the subject.

d. Teachers make their instructions relevant to students by:

- integrating 21st-century skills and content in instruction.

4. Teachers facilitate learning for their students

a. Teachers show they know the ways in which learning takes place and the appropriate levels of intellectual, physical, social, and emotional development of their students by:

- identifying developmental levels of individual students and planning instruction accordingly; and

- assessing and using those resources needed to address the strengths and weaknesses of students.

b. Teachers plan instruction appropriate to their students by:

- collaborating with colleagues to monitor student performance and making instruction responsive to cultural differences and individual learning needs.

c. Teachers show their acumen and versatility by:

- using a variety of methods and materials suited to the needs of all students.

d. Teachers display their awareness of technology's potential to enhance learning by:

- integrating technology into their instruction to maximize student learning.

e. Teachers help students grow as thinking individuals by:

- integrating specific instruction that helps students develop the ability to apply processes and strategies for critical thinking and problem solving.

f. Teachers help students to work in teams and develop leadership qualities by:

- organizing learning teams for the purpose of developing cooperation and student leadership.

g. Teachers reach their students best by:

- using a variety of methods to communicate effectively with all pupils; and

- consistently encouraging and supporting students to articulate thoughts and ideas clearly and effectively.

h. Teachers best assess what students have learned by:

- using multiple indicators, both formative and summative, to monitor and evaluate student progress and to inform instruction; and

- providing evidence that students are attaining 21st-century knowledge, skills and dispositions.

5. Teachers reflect on their practice

a. Teachers analyze student learning by:

- using data to provide ideas about what can be done to improve student learning.

b. Teachers link professional growth to their professional goals by:

- participating in recommended activities for professional learning and development.

c. Teachers function effectively in a complex, dynamic environment by:

- using a variety of research-verified approaches to improve teaching and learning.

Ideally, then, educators should demonstrate the following competencies:

1) effective classroom management, maximizing efficiency, maintaining discipline and morale, promoting teamwork, planning, communicating, focusing on results, evaluating progress, and making constant adjustments. A range of strategies should be employed to promote positive relationships, cooperation, and purposeful learning. Organizing, assigning, and managing time, space and activities should ensure the active and equitable engagement of students in productive tasks.

2) effective teaching practices, representing differing viewpoints, theories, "ways of knowing" and methods of inquiry in the teaching of subject matter concepts. Multiple teaching and learning strategies should help engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities while helping them assume responsibility for identifying and using learning resources.

3) effective assessment, incorporating formal tests; responses to quizzes;

evaluation of classroom assignments, student performances and projects, and standardized achievement tests to understand what students have learned. Assessment strategies should be developed that involve learners in self-assessment activities to help them become aware of their strengths and needs and encourage them to set personal goals for learning.

4) technology skills, knowing when and how to use current educational technology, as well as the most appropriate type and level of technology to maximize student learning.

Multiple-choice questions

1. **What is the role of teachers in creating a respectful environment for a diverse population of students?**
   A. Maintaining a negative and unwelcoming learning environment
   B. Communicating and collaborating with the home and community for the benefit of students
   C. Using materials that reinforce stereotypes
   D. Treating all students the same regardless of individual needs

2. **How can teachers demonstrate leadership in the school environment?**
   A. By avoiding professional development activities
   B. By engaging in collaborative professional learning activities
   C. By maintaining a negative and disorderly classroom
   D. By ignoring the characteristics of a school improvement plan

3. **What is the special relevance of professional linguodidactics in the context of foreign language teaching?**
   A. To ignore the linguistic and psychological training of future teachers
   B. To avoid the need for specialized training for foreign language teachers
   C. To focus solely on the peculiarities of a foreign language
   D. To develop the methodological culture of foreign language teachers in universities of non-linguistic specialties

4. **What are the aspects of the professional competence of a teacher of a foreign language at a non-linguistic university?**
   A. Cognitive, technical, and linguistic skills
   B. Linguistic and cultural, professional-discursive, and motivational skills
   C. Communicative, cognitive, and technical skills
   D. Professional-discursive, motivational, and axiological skills

5. **What are the key components of effective classroom management for teachers?**
   A. Promoting individual learning without teamwork
   B. Maximizing chaos and disorder in the classroom
   C. Ignoring student progress and evaluation
   D. Using a variety of strategies to promote positive relationships and purposeful learning

6. **What are the challenges identified for effective training of a foreign language teacher in a technical university?**
A. Limited access to educational resources
B. Inadequate knowledge of the profile discipline of the university
C. Lack of communication skills
D. Difficulty in working with professional texts

7. **What is the difference between a General English teacher and an English for Professional Purposes teacher?**
A. EPP teachers do not need to understand the content of the specialty studied in a specific educational institution
B. General English teachers have a wider range of skills than EPP teachers
C. EPP teachers work with professional texts and determine the level of specialization of educational material
D. General English teachers focus on specialized education, while EPP teachers focus on linguistic knowledge

8. **How can teachers best assess what students have learned?**
A. By using multiple indicators, both formative and summative, to monitor and evaluate student progress
B. By using only summative assessments
C. By providing limited feedback to students
D. By focusing solely on standardized achievement tests

9. **What is the importance of using technology in teaching to enhance student learning?**
A. To discourage critical thinking and problem-solving skills
B. To maximize student learning by integrating technology into instruction
C. To replace traditional teaching methods entirely
D. To limit student engagement and participation

10. **How can teachers make their instructions relevant to students?**
A. By using outdated teaching methods
B. By ignoring the interconnectedness of content areas
C. By integrating 21st-century skills and content in instruction
D. By focusing solely on traditional teaching approaches

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