

PEDAGOGICAL MECHANISMS OF ENSURING EFFECTIVENESS OF ENGLISH LANGUAGE TEACHING IN TRAINING FUTURE DEFECTOLOGISTS

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ABSTRACT

The article shows that teacher's high level of communicative competence determined to fully use his language knowledge, as well as communicative abilities and skills in working with students, unlikely to be able to teach English communication. Also, a positive relationship between motivational orientations and student achievement.

Keywords: heredity factor, assimilation, pedagogical process, motivational orientations.

INTRODUCTION

The dynamics of English language teaching is directly related to the speed and quality of assimilation of educational material, and therefore, the speed of formation of communicative competence. It has been proved by numerous observations and experience of working with students that the success of each subsequent stage depends on the success of mastering the previous stage. As the heredity factor is taken into account in the entire pedagogical process, the natural tendency to learn foreign languages in teaching by the communicative method cannot be excluded, but even if it does not exist, due to the fact that the student is actively included in the educational process, as well as due to the competent use of various methods by the teacher, as noted above, In accordance with the requirements of the state standard, it is possible to achieve the necessary quality, which is considered a sufficient level of communicative competence for any modern specialist.

LITERATURE REVIEW

Both internal and external stimuli play an important role in teaching English using the communicative method. O.S. Grebenyuk and E.E. According to Lushnikov's research, the following components of the motivational field are of great importance in the process of learning English: intellectual and cognitive needs, the need to achieve goals and communicate.

Specific motivations for learning a non-native language are also N.M. Considered in Simonova's research. He distinguishes four motivational orientations in learning English: process orientation, outcome orientation, teacher evaluation, and problem avoidance orientation. Using the experiment, this author reliably established a positive relationship between motivational orientations and student achievement. The basis of the communicative approach to teaching English is to stimulate the activity of students' verbal thinking. This is especially true for A.A. Bodaleva L.P. Bueva, K. It is noted in the work of Ingenkamp. In fact, communication cannot be carried out without the activity of verbal thinking, which is provided for in the communicative direction of educational work. In such work, it is necessary to stay away from the mechanical types of work that are very common in English language teaching. Thus, it is very important to stimulate students' speech and thinking activity in the process of teaching English.

METHODOLOGIC ANALYSES

If the teacher himself does not have a high level of communicative competence or is not determined to fully use his language knowledge, as well as communicative abilities and skills in working with students, he is unlikely to be able to teach English communication.

The process of teaching foreign languages to students of higher education organizations should be considered from a productive, consequential and procedural point of view; by many approaches that use visual aids (the principle of visibility), visual information has the main role and importance.

In the teaching of foreign languages, the principle of demonstrability is expressed in the "objectification" of non-object - event, psychological, mental and social essences, in the conceptualization of the object world - in the method of representation - image and image (perception). As a result, students develop adverbial, mobile, metaphorical and metonymic meanings, stable, similar, idiomatic and phraseological expressions and word structures.

Model representations of language phenomena impose restrictions on lexical and grammatical compatibility, the use of spatial predicates in the description of all non-spatial relations, etc.; at the same time, the world surrounding a person is axiomatized, symbolized and spiritualized, while the inner world is parameterized and objectified.

Today, the main emphasis is not on teaching the language, but on speech, which, as we know, always depends on the situation, and the situation, in turn, is determined by its time and place, the characteristics of the interlocutors in communication, and its goals. Therefore, in addition to linguistic competence, sociolinguistic competence is also needed to solve communication problems in each individual case. Active communication between the teacher and students is the main socio-psychological condition for the success of the educational process. It determines the socio-psychological aspects of the motivation of educational activities, includes the motives of prestige, respect, recognition, etc., and also determines the effectiveness of the formation of communication styles and cognitive actions in the studied English language.

In the conditions of active interpersonal communication, when it is possible to generalize the necessary cognitive and executive communicative actions and operations in the broad context of the social function of the mastered communicative activity, a situation arises for the cognitive development of students.

The content of teaching English is considered as a specific model of natural communication, its participants have some skills and abilities in English, as well as the ability to compare the language tools used by speakers of the language with the norms of speech behavior.

Any method of teaching English, including communicative, is based on both general didactic and specific principles. In the method of teaching this subject, the general pedagogical interpretation of the teaching principle is adopted as the main rule that defines the organizational forms and methods of the educational process in accordance with its general goals and laws and expresses the normative basis of learning.

Communication cannot be carried out without the activity of verbal thinking, which is provided for in the communicative direction of educational work. In such work, it is necessary to stay away from the mechanical types of work that are very common in English language teaching. Thus, it is very important to stimulate students' speech and thinking activity in the process of teaching English.

CONCLUSION

Currently, the main qualities that allow the future defectologist to work effectively in modern society are a number of competencies, among which communication takes an important place. Today, the State Standard, as well as the social order, puts it first in teaching English to students, so according to this document, the teaching of this subject should be communicatively oriented nowadays. Communicative-oriented education implies the use of appropriate methods, methods and tools, including the communicative method in higher education.

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