

IMPORTANT PRINCIPLES OF FOREIGN LANGUAGE LEARNING TRAINING SYSTEMS IN THE DEVELOPMENT OF STUDENTS' PROFESSIONAL COMMUNICATIVE COMPETENCES

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ABSTRACT

In a certain sense, teaching systems in the article play the role of a tutor and help each student to find the most convenient way to learn a foreign language based on such methods of teaching as demonstrating, explaining and explaining the situation, organizing exercises and practical application of the educational material in speech.

KEYWORDS: *Demonstration, Explanation And Interpretation Of Teaching Situations, Practical Application And Organization Of Exercises And Educational Material In Speech, Learning A Foreign Language, Video Film, Voicerecording, Multimedia, Modeling.*

INTRODUCTION

Multimedia systems of foreign language teaching, as a didactic work, according to their capabilities, include examples of both print, video, and audio recordings. However, in learning a foreign language with the help of multimedia systems, in contrast to traditional educational tools, first of all, it is necessary to model (in sample communication situations) the original language environment in which the student is learning the language and culture of the country, observing, supposedly traveling. . At the same time, personalization, motivation and other problems of teaching are solved in a new way. In this case, personalization is carried out not only through different methods of presenting information, but also with the help of different methods of individual passage of educational material. Teaching systems, in a certain sense, play the role of a tutor, teaching each student a foreign language based on the methods of teaching, such as demonstrating, explaining and interpreting the situation, organizing exercises and practical application of the educational material in speech. helps to find the most convenient way of learning. The principles of mastering the educational material based on contact with the modeled environment and the principles of mastering them through reading are implemented.

The basic principles of problem-based learning are also implemented in multimedia teaching systems. This is done by setting problematic tasks (finding, knowing, understanding, expressing opinions, etc.), looking for ways to solve them, and guiding them, so that the student can come to independent thinking and, therefore, to act accordingly. Such an approach is becoming more and more relevant, because it makes sense to teach communication through cognitive methods through the ability of students to independently find a solution to a problem situation, relying on the teacher's guidance, support and correction.

In this case, the set of possibilities for using multimedia tools in teaching to communicate in a foreign language is as follows: electronic service correspondence; searching, processing and storing reference information for preparation of abstracts and presentations; development of mutual relations in discussion groups with business communication partners; The phenomenon of open communication space on the Internet and the ethics of electronic communication and commerce; the decoration and clarity of texts for websites and presentations as a means of communication in an intercultural space; overcoming communication barriers in the transition from electronic communication to face-to-face communication.

Interactive video. The program is a film in a foreign language, and students are affected by the situations offered by the computer (answering the questions of the characters of the film, controlling their actions) and in this way change the script, in which they, as it were, take part in the development of events.

The experience of using ICT in teaching a foreign language shows that they correspond to the principle of developmental teaching and help to solve the following educational tasks: understanding language phenomena; development of linguistic skills (in language and speech exercises); automation of language and speech movements; creating communication situations.

All the listed features of ICT help to solve the main task of language education, which is the formation of communicative competence in students.

In addition to teaching tools aimed at using information technology tools, traditional tools should also be included in the system of teaching tools. This is due to the specific functions of traditional teaching tools, which cannot be provided by a computer or are not appropriate from a psychological and pedagogical point of view: teaching programs, textbooks and training manuals, methodological guides for teachers. "instructions, methodological instructions for conducting practical and laboratory work, manuals for independent, inspection and control work, books for reading outside the auditorium, textbooks for electives, demonstration manuals, original publications to ensure the linguistic aspect of teaching, etc.

The main principles for which a detailed list (specification) has been developed for the German language are a level approach to the presentation of linguo-didactic units and a communication-oriented approach to the selection of teaching content. In this case, the apparatus of text formation at the level of sentences, namely grammar and lexicon, is not considered the goal of teaching as such, but is a tool for fulfilling the goals of communication. In the development of the European level system, large-scale studies were conducted in various countries, assessment methods were tested in practice. As a result, an agreement was reached on the issue of the number of levels allocated to organize the process of language learning and the assessment of its level of knowledge. There are 6 major levels that represent the lower and higher sub-levels in the traditional three-level system, which includes beginner, intermediate and advanced levels. The scheme of degrees is made according to the principle of sequential branching. It begins by dividing the level system into three major levels - A, V and C. In turn, they are A1 (Survival level - Breakthrough), A2 (Waystage), V1 (Initial level - Threshold), B2 (Beginner high level - Vantage), S1 (Professional proficiency level - Effective Operational Proficiency), S2 (Perfect proficiency level - Mastery) are divided into ost levels.

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