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СОЗДАНИЕ СИТУАЦИИ МАКСИМАЛЬНО ПРИБЛИЖЕННЫХ К ЕСТЕСТВЕННЫМ КОММУНИКАТИВНЫМ УСЛОВИЯМ ИНОЯЗЫЧНОГО ВЗАИМОДЕЙСТВИЯ

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Аннотация: Одной из важнейших задач профессионального образования является создание педагогической среды для развития творческих способностей и личностных качеств обучающегося. В статье описано одно из педагогических условий, а именно создание на занятиях ситуаций, максимально приближенных к естественным коммуникативным условиям иноязычного взаимодействия. Реализация этого условия позволила стимулировать мотив учения, личностного совершенствования, увлеченность процессом познания, способствовала развитию у студентов такого личностного качества, как иноязычная культура. Для реализации этого условия была определена основная цель учебного материала, созданы ситуации, способствующие формированию иноязычной культуры, максимально приближенные к естественным.

Ключевые слова: иноязычная культура, педагогическая среда, взаимодействие, коммуникативные условия, личностные качества, культура разных стран.

CREATION OF MAXIMUM PROXIMITY SITUATIONS TO THE NATURAL COMMUNICATIVE CONDITIONS OF FOREIGN LANGUAGE INTERACTION

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Abstract: One of the most important tasks of vocational education is the creation of a pedagogical environment for the development of creative abilities and personal qualities of a student. One of the pedagogical conditions, namely the creation of situations in the classroom as close as possible to the natural communicative conditions of foreign language interaction was described in the article. The implementation of this condition allowed us to stimulate the motive of learning, personal improvement, enthusiasm for the process of cognition, and contributed to the

development in students of such a personal quality as a foreign language culture. To implement this condition, the main goal of the educational material was determined, situations that contribute to the formation of a foreign language culture as close as possible to natural ones were created.

Keywords: foreign language culture, pedagogical environment, interaction, communicative conditions, personal quality, culture of different countries

Creating situations in the classroom as close as possible to the natural communicative conditions of foreign language interaction is necessary to overcome the "cultural shock", which allowed us to stimulate the motive of learning, personal improvement, enthusiasm for the process of cognition, and contributed to the development of such a personal quality among students as a foreign language culture [7].

One of the most important tasks of professional education is the creation of pedagogical conditions for the development of creative abilities and personal qualities of the student, which he needs for creative activity, regardless of the future specific profession [10].

To implement this condition, you should:

- determine the main purpose of the training material;
- the teacher to ensure the subordination of the entire learning process to the achievement of a comprehensive integrative communicative goal of teaching a foreign language, namely the formation of a foreign language culture;
- to create situations conducive to the formation of a foreign language culture as close as possible to natural ones.

The meaning of practical pedagogical activity in a university, in fact, is to reproduce normative models of thinking, behavior and relationships [5]. Therefore, in the classroom, we tried to choose material that had a "personal meaning" for any student, regardless of his interests, and was also a "substantial" base for solving the problems of forming a foreign language culture.

We carefully selected the language material (speech clichés, phraseological units corresponding to one or another speech action). The use of authentic video and audio materials in the classroom allowed not only to maintain students' interest in the material being explained, but also facilitated the understanding of the introduced concepts, which is especially difficult when presenting nationally specific both verbal and non-verbal communications. The linguistic and cultural material allowed students not only to more easily learn new material, but also to correlate it with reality and their own needs.

The motivational component of activity plays an important role in the formation of a foreign language culture formation which we understand as the purposeful, pedagogically controlled process of mastering linguoculturological material, knowledge of professional vocabulary and national traditions [3]. The desire to respond to the lesson, to discuss, reason, the desire to get to know the subject more deeply, the desire to understand the material, make it possible to take into account the needs of students to share information and their experience of communicating with native speakers. It is the creation in the classroom of situations of maximum proximity to the natural communicative conditions of foreign language interaction that allows students to perceive the natural communicative culture of another country, and not as something alien, strange and incomprehensible.

These situations allow students not only to get new information, they have the opportunity to talk about differences in the field of culture of different countries, about differences in the communicative behavior of a native speaker, about the need to overcome obstacles, violations of certain communicative and linguistic norms that do not contribute to the achievement of a full-fledged communicative act, necessary relationships and understanding.

Thanks to these situations, it is easy for the teacher to prepare students for the implementation of tasks that contribute to the implementation of the tasks necessary to achieve the goal.

This condition will not be fully realized if the teacher himself does not constantly use the knowledge of the traditions of the culture of the country of the language being studied. Therefore, it is quite easy to create in the classroom the maximum approximation to the natural communicative conditions of foreign language interaction can be achieved with the help of a native speaker who naturally and adequately uses the necessary communicative units. But, unfortunately, such a practice is not always possible, in this case it is necessary that the teacher himself always use these units in the classroom, which will help create situations in the classroom as close as possible to the natural communicative conditions of foreign language interaction. If the teacher himself does not fully master the foreign language culture or incorrectly uses various kinds of communicative units, then this fact will undoubtedly prevent the creation of this atmosphere and the assimilation of the material.

The data of a study conducted among university students are very interesting. The most popular answers to the question about the motivation to learn a foreign language were those that are somehow connected with the activities of the teacher himself.

Obviously, the main role in the formation and maintenance of interest in a foreign language, according to students, is given directly to the teacher. Therefore, our primary task was to develop adequate models for the study of languages and cultures, in which the cognitive activity of students is activated both by positive emotions and intellectual needs.

The socially oriented task of the teacher is to promote the establishment of a connection between different ethnic groups and cultures, which develops the adaptive potential of students and lays the foundations for tolerance and democracy [6].

Integrated language programs, including cultural and historical information, information on the history and culture of science and technology, met the requirement for the systemic integrity of disciplines. The teacher had to decide for himself how, in what sequence to arrange the material, without being guided by the general, stereotypical canons of education. A flexible view of the surrounding society has become the optimal principle for organizing classes. After all, language is a capital available to anyone who is not chained to national prejudices, and who is tolerant of the cultural diversity of the world.

When creating situations of maximum proximity to the natural communicative conditions of foreign language interaction, we took into account the age characteristics of the subjects of interpersonal interaction and tried to immerse them in the so-called "success situation"[2]. According to the authors Markova G.A. and Khalyushova G.R. even once experienced success can start the process of intellectual and creative development of the individual. Success, experienced on a regular basis, changes the basis of relationships with others, the student's attitude to his activity, encourages students to move to more and more complex levels of activity, to look for more and more creative approaches to solving problems [9].

These educative situations can be called differently: "the situation of advancing trust" [1], "the situation of correlation" [4], etc. The main thing is that it should be educative, i.e. significant for its participants, built on relationships of trust, friendship, love and - in the mutual adequacy of the goals achieved - ascended to the individual uniqueness and incomparable self-worth of each individual.

The influence of external conditions of objective reality (on the scale of both macro and microenvironment) acquires the character of significant factors of personal development in the case when the trends and requirements put forward correspond to the system of internal psychological attitudes of the individual, his needs, interests, orientation, physical and biological characteristics. Only in this case, the actual educational impact becomes an effective means of obtaining strong, stable qualities and beliefs of the individual. In the process of free activity in this environment, each pupil rises morally, "reproduces social ties, carries out intercultural tolerant communication, social relations" corresponding to his age [8]. Young people need to be able to prepare for social entry through a coherent, organized experience within a science-based educational process.

Thus, the creation of situations in the classroom that are as close as possible to the natural conditions of communicative foreign language interaction allows stimulating the motivation of learning and personal improvement, increases the level of enthusiasm for the process of foreign language cognition, contributes to the development of foreign language culture as a professional and life quality of educational competencies of the individual, implemented in the sociocultural space of interpersonal interactions.

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