



Implementation of the Situationality Principle in Foreign Language Teaching

In this work, we consider the features of the impact of situational and thematic organization of educational material during foreign language learning, as one of the important conditions for the effectiveness of the learning process is the student's constant interest in the process of mastering a foreign language, its effectiveness. Thus, one of the main tasks of teaching a foreign language for a teacher is to convey to students the need to learn a foreign language for their professional activities, to convince them of the need to continue studying this subject for their personal and professional growth through situational principle.



The main purpose of the participants of communication is to support language interaction, during which the interlocutors consistently generate language acts of various functional and communicative purposes. These language acts (statements, united by situational-thematic community) are aimed at the exchange of information and opinions, motivation to act, expression of emotional assessment, compliance with the rules of language etiquette.



The purpose of the course work is to determine the implementation of the principle of situationality in the process of learning a foreign language.

Based on the goal it is assumed to solve the following tasks:

1. Define the principles of learning a foreign language.
2. Describe the structure and content of foreign language competence.
3. Describe the situation as one of the main principles of foreign language learning.
4. Define the model and system of exercises applying the principle of situationality.
5. Analyze the results of the study.

The subject of the course work is the implementation of the principle of situationality in the process of learning a foreign language.

The object of the course work is situationality as one of the main principles of learning a foreign language.



The system of learning principles is open, which allows the inclusion of new principles and rethinking existing ones. Methodists believe that the principles of teaching are not a mandatory category of methodology, because the term teaching principle assumes the leading role of the teacher in the learning process, and is rejected by modern teaching methods.

There are the following principles:

- Cognitive principles
- Emotional and psychological principles (affective principles)
- Language-culture connection.
- Linguistic principles



There are principles of the communicative method:

1. The principle of language orientation.
2. The principle of individualization in the leading role of the personal aspect.
3. The principle of functionality.
4. The principle of novelty.
5. The principle of situationality.



Thus, a principle is often a law that performs the functions of a principle. The learning process is very extensive and multifaceted. It is difficult to even imagine that all the principles can be relevant to the whole process. Most likely, there are principles of different ranks: some determine the whole process of learning, others - learning some kind of language activity, others are important only for some field of foreign language learning, etc. the learning process will be effective only if the student is motivated to the subject, independently and fully performs educational activities and, finally, this activity is guided from the outside by the principles that guarantee a given quality of learning.



Levels of foreign language communication.

The linguistic level of foreign language communicative competence consists of three equally important sublevels:

- 1) lexical, which includes the possession of a certain vocabulary and the ability to appropriately use certain language units in relation to the context of language;
- 2) grammar, which includes knowledge of the grammatical structure of the language and the ability to use grammatical rules in different types of language;
- 3) phonetic, which combines knowledge of the phonetic system and prosody of language and the ability to correctly pronounce words and sentences.

Speech level of communicative competence is divided into the following sublevels:

- 1) discursive - the ability to build logically complete statements and adequately perceive the language of the interlocutor;
- 2) strategic - the ability to compensate for missing knowledge in case of communication failure.

Occupying a separate position in this structure, the professional level of foreign language communicative competence includes:

- 1) the ability to use a foreign language in an interdisciplinary unit;
- 2) the ability to apply foreign language skills in professional activities.

The hierarchy of levels is as follows: the linguistic level is a kind of foundation for the formation of this competence, because to make a statement you need to have some vocabulary (vocabulary is part of the lexical sublevel of the linguistic level) and have the necessary grammatical structures (grammatical sublevel). The language level, which occupies the second step of the hierarchy, is gradually formed on the basis of elements of the linguistic level - individual thematic layers of vocabulary and the necessary grammatical structures. The language level is followed by the level of professional mastery of the language becomes possible after the formation of the linguistic and language levels. The essence of the professional level is to form the skills and abilities necessary for the highly specialized use of a foreign language in professional activities.





Attention to the problem of competence is due primarily to the reorientation of the education system to the formation of basic competencies as a reflection of the totality of knowledge and attitudes of the student. This caused the intensification of research on competence as a subjective characteristic. Foreign language communicative competence is considered by all researchers as a complex, multicomponent educational process. At the same time, there is a significant variability, which is distinguished by the authors of the component composition of foreign language communicative competence, which is associated with the complexity, diversity of the communication process. Foreign language communicative competence is divided into three levels - linguistic, linguistic and professional. Foreign language communication is possible provided that the subjects of foreign language communication have a language as a means of communication.

Many authors highlight the following content of foreign language communicative competence:

- linguistic competence, ie knowledge of the language system, the rules of functioning of language units in speech and the ability to use this system to understand other people's thoughts and express their own judgments orally and in writing;
- speech competence, or knowledge of ways of forming and formulating thoughts with the help of language, providing the opportunity to organize and carry out speech action (realize the communicative intention), as well as the ability to use such methods in a speech act;
- socio-cultural competence involves students' knowledge of national and cultural features of social and speech behavior of native speakers: their customs, etiquette, social stereotypes, history and culture, as well as ways to use this knowledge in communication;
- social competence, or the desire and ability to communicate with other people, the ability to navigate in a communication situation and build statements in accordance with the communicative intention of the speaker and the situation;
- strategic (compensatory) competence is the filling of gaps in students' knowledge of the language, as well as language and social experience of communication in a foreign language environment;
- discursive competence, which means the student's ability to use certain strategies to construct and interpret the text;
- subject competence - is the ability to navigate in terms of meaningful communication in a particular area of human activity;
- professional competence, ie the ability to succeed professionally.

Situationality as a principle means that all learning to speak is based on and through situations. Speaking is the expression of one's thoughts in order to solve communication problems. In this regard, the purpose of learning should not be considered language, which is appropriate in philological education and not language as a "way of forming and formulating thought", and not just language activities - speaking, reading, listening or writing, and these types of speech activities as a means of communication. In relation to speaking, this means that it, together with paralinguistics (facial expressions, gestures) and praxemics (movement, posture) serves as a means of oral communication.



In the method of teaching a foreign language the most reasonable is the disclosure of conversational topics in the communication situation. Typical communicative situations are heterogeneous in their structure in different areas of communication. You can imagine situations and topics in the form of a single situational-thematic atlas, in which situations related to different areas of communication would be supplemented by relevant topics of language acts, and at the linguistic level - grammatical and lexical inventory. Such organization of material for teaching oral speech can be called situational.



Based on research on the issue of learning motivation, we can conclude that its main component is the internal activity of the learner, and the cognitive need is leading in learning activities. Motives are diverse and mobile and depend on the student's personality. In educational institutions in the development of motivation of the student's personality an important role is played by motives related to educational activities. Based on the analysis, elaboration of the issue of increasing motivation, we can conclude that the use of situational and thematic organization of educational materials is methodologically appropriate. According to observations, questionnaires and conversations with students, the presentation of oral topics in the form of communicative-linguistic situations is of great interest to students, creates a comfortable environment for language learning and thus increases their learning motivation.

Thank you for your attention!

