

DEVELOPING EFFECTIVENESS OF LEARNING FOREIGN LANGUAGE

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Annotation

The article is devoted to the topic of organizing the process of learning a foreign language in groups of students with mixed ability regarding proficiency in foreign languages. The article also notes that this work aroused interest among students, the majority of whom began to respond more actively in the classroom. As a result, their level of language proficiency has improved.

Keywords: foreign language proficiency, educational environment, Internet resources, texts of various levels of complexity, mixed ability groups.

Recently, special attention has been paid to the study of foreign languages and foreign language proficiency is a competitive advantage of any modern person: "in modern ethno - cultural conditions characterized by bilingualism and multilingualism in the work environment, language knowledge is an important component of the intellectual capital of employees"[3].

The English language in the modern world is quite a popular means of communication. M.V.Volosova points out that: "the consciousness of this has led to the fact that English language training is given great attention not only in language schools, and the applied teaching methods are aimed at developing skills of writing, reading and, of course, speaking"[17].

However, as far as students from different schools are concerned, we can see different proficiency in a foreign language, ranging from an advanced level of a foreign language to almost no skills in reading, writing, listening and speaking a foreign language. Some school graduates can almost speak and write a foreign language fluently, know grammar rules well, and understand foreign speech by ear. Other graduates have only basic skills[4].

It should be noted that there are several reasons for this situation.

First, not all students are motivated to learn a foreign language. Some consider a foreign language an "unnecessary" subject that only takes time and effort[16]. As a result, in connection with a similar attitude possession of IA is low or improved only slightly. A.N.Leont'ev emphasizes that: "not to formally learn the material, you need not to "serve" training, but to live it, you need to training became part of life, to have meaning for the learner". The formation of motivation to learn a foreign language depends on many factors[5]. The

teacher's personality and educational environment play an important role in this process. Seliverstova A. E. considers "the educational environment as one of the leading conditions for motivating students to learn foreign languages"[18].

In higher education, the student's attitude to learning a foreign language may change. Students strive to master the AI, first of all, in order to further use the AI for professional purposes[6]. Secondly, many students are not ready not only to communicate in a foreign language, but also to communicate in their native language. These students are not ready to communicate with their peers and teachers because of a number of their intellectual and personal qualities. According to S. A. Nurmukhambetova: "in addition to language skills and speech skills, communicative success also depends on other properties of intelligence and personality in General, which determine the readiness to communicate"[7].

In addition, we note that the personal characteristics of students can both strengthen and destroy the communicative motivation[15]. To the "destroyers motivations" some authors consider the individual shyness and lack of social skills. In other words, some young people are not ready to communicate[8]. It is known that such a communicative attitude as readiness to communicate is manifested in the desire to communicate (WTC – willingness to communicate). The desire to communicate depends on the purpose of communication, as well as on the attitude to other participants of communication. If there is no desire to communicate, then learning a foreign language will be ineffective[19]. As a result, quite often school graduates who have shown a satisfactory level of results in language tests are unable to build communication in real situations of communication in a foreign language[9].

In addition, schools often face a shortage of qualified teaching staff[14]. If the school does not have a foreign language teacher, at least for a certain period of time, it will be difficult for students to fill the knowledge gap in the subject, and it is unlikely that such a training format will cause positive emotions and be effective. In such conditions, the process of live communication between the teacher and the student is disrupted, which should not be underestimated: "it is experimentally established that the result of friendly relations between the teacher and students is an increase in the motivation levels of the latter"[10].

Due to this difference in the training of students, teachers of higher education institutions face a situation when they come to students with different levels of knowledge of a foreign language. And even if the educational institution provides for the division of students into groups according to the level of language proficiency, this does not guarantee the creation of a group of the same level. Moreover, in recent years, universities and colleges increasingly do not provide such a possibility[11].

In this situation, the teacher must think very carefully about the strategy of teaching in such an educational environment. On the one hand, weaker students should not feel uncomfortable

when learning, on the other hand, the development of skills of students with a higher level of language knowledge should not stop. Our own observations show that often students who are proficient in the language are willing to help other students with lower levels[12].

In this regard, a form of group interaction may be effective, when a stronger student takes on the role of a teacher. For example, they may be given a task to prepare and then ask questions about the text that the group's students are reading[13]. The teacher may also ask these students to prepare news reports but they must first comment and explain the new vocabulary from these messages.

In addition, the teacher needs to choose the right training tools used in multi-level groups. Educational materials, and especially their levels of complexity, are of great importance when engaged in such an educational environment.

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