



PEDAGOGICAL ASPECT OF THE GOAL OF TEACHING FOREIGN LANGUAGES

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ABSTRACT

The pedagogical aspect of the goal of teaching foreign languages is designed to answer the question: what qualities need to be formed in a student so that he is able to communicate at an intercultural level? To find the answer to this question means, firstly, to determine the set of personality traits of a student that are conducive to mastering a foreign language as a means of intercultural communication, and, secondly, to create conditions for their formation.

KEYWORDS

Teacher training, humanities, effective teaching methods, foreign language learning.

INTRODUCTION

The pedagogical aspect, in contrast to the two presented above, is intended to determine the mode of "non-linguistic existence" of a secondary linguistic personality, i.e. highlight the so-called "extra-linguistic" personality characteristics, the presence of which makes it possible to use a foreign language as a means of intercultural

interaction with native speakers of this language. The fact is that the concept of a secondary linguistic personality presented above, capable of carrying out verbal communication at the intercultural level, is an intralinguistic phenomenon. This means that this phenomenon is characterized by descriptive means of linguistics.



At the same time, I. I. Khaleeva, describing the concept of a secondary linguistic personality, especially emphasizes the need to consider the process of its formation in educational conditions as teaching a person to sign communication with carriers of a different culture.

THE MAIN PART

First of all, we are talking about the formation of a positive attitude among students toward the language being studied, toward the culture of the people who speak this language, a sensitive attitude and interest in the phenomena of a different mentality and foreign culture, the desire to perceive and understand them, compare them with their own worldview and cultural experience, find differences and similarities between them. The formation of these personal qualities and abilities is carried out:

- firstly, through the system of personal relations of the student to the comprehended linguoculture and the process of mastering it;
- secondly, in the course of understanding the importance of learning a foreign language and developing the need for its practical use as a means of communication.

Thus, the pedagogical aspect of the goals of teaching foreign languages is directly related to the emotional and affective aspect of teaching an academic discipline, due to the value systems of the subjects of the educational process, their feelings and emotions, their attitude to the content and technology of teaching foreign languages.

As noted above, the ability for verbal communication at the intercultural level affects

the sphere of social relations between people. Consequently, this ability in the most natural way has an outlet for the personal qualities of students, allowing them to successfully interact with each other, with native speakers of the language being studied, with various media, regardless of the language or subject area in which this interaction takes place. These personal qualities include openness, tolerance and willingness to communicate at the intercultural level [5-11]. Let's take a closer look at these characteristics.

Openness is freedom from prejudice towards people who are representatives of a foreign ethnolinguistic culture. This quality allows you to see in the culture of the country of the language being studied, the ways and forms of speech and non-speech behaviour of its representatives, unusual and/or alien and to be tolerant of manifestations of the other. Readiness for intercultural communication, in turn, is an essential component of intercultural competence and is associated with the student's desire to communicate actively (directly and indirectly) with representatives of other sociocultural communities.

The pedagogical aspect of the goal of teaching a foreign language is associated with the development of the so-called empathic competence or ability in students. It is based on the experience of the individual's emotional and evaluative attitude to the linguistic and cultural interaction of representatives of various national and cultural communities. This experience, according to several authors [12-17], suggests:



- Manifestation of tolerance to a different way of thinking, to a different position by communicating;
- Readiness and desire to see and understand the difference and commonalities in cultures, in the worldview of their carriers;
- Willingness and ability to openly perceive a different way of life, compare it with the national identity of their country, and their people, understand a different picture of the world, critically comprehend and thereby enrich their own picture of the world.

Thus, empathy is an integral qualitative characteristic of a linguistic personality in general and a secondary linguistic personality in particular. In the conditions of intercultural communication, empathy acts as the ability of people to imagine themselves in the place of others in order to understand their feelings and worldviews, as the readiness of an individual to take on a special role in the dialogue of cultures, when cognitive, affective and connotative factors play an important role [18-20].

The formation of empathy is associated with a complex perception and awareness of the facts of a foreign culture, stimulating the formation of a student's picture of the world, and the formation of new sociocultural images in the mind of a linguistic personality. The formation of this qualitative characteristic of a person means her ability to show tolerance for a different way of thinking, for a different position of a communication partner, which allows her to avoid failures in any life situation.

Language ability as an expression of the individual essence of a person and a measure of her mastery of culture and language with all the potentialities inherent in it and alternative ways of categorizing and representing information are manifested primarily in how this person uses linguistic means to comprehend reality in accordance with his needs, interests, motives. Along with the above, the development in students of such personal qualities as independence, activity and creativity contributes to the implementation of communicative activities.

The student must be able to make independent qualified decisions both in the process of learning a new language code and familiarizing with a new national culture and in the course of direct and indirect communication. This can be done on the condition that he develops the ability for productive educational activities [7-11] and autonomy (independence, in a sense, independence) in the implementation of foreign language oral and written communication. From this point of view, the development of various educational and communication strategies for the student also becomes important.

Since one of the system-forming qualities of a linguistic personality is a motivated choice of means of categorizing the world, and the measure of the personal beginning in the use of language, the ability to use different linguistic traditions with their special vision of the world largely depends on the creative potential of the individual, his culture, the system of his personal knowledge, it is important to develop in schoolchildren the ability to use the language creatively in dynamically



changing situations of intercultural communication.

Thus, when determining the pedagogical aspect of the goal of teaching foreign languages, we should talk about the formation of STUDENTS' personal attitudes to the learning content being learned, their needs and motives, primarily related to the practical (real) use of a foreign language as a means of developing and satisfying personal interests, including extralinguistic ones. It should be noted that the pure practicality in setting the goals of teaching foreign languages, which was characteristic of Western methodologists, has always been alien to domestic methodology. I. V. Rakhmanov, comparing the methodological systems of the Reform period in Russia and abroad, wrote: “However, a characteristic feature of Russian methodology continues to be its great flexibility compared to foreign and the absence of that intransigence, which was so characteristic of the German and partly French Methodists of the Reform period. These words can be fully attributed to the current state of domestic and foreign theories and practices of teaching foreign languages.

CONCLUSION

The pedagogical aspect of the goal of teaching foreign languages has always been and remains the object of close attention of Russian scientists and practising teachers. However, today it is obvious that the pedagogical essence of the goal of teaching foreign languages lies in a thorough analysis of the features of the conditions for learning a language: the sociocultural specifics of schoolchildren, their individual, educational and

life experience, traditions and habits in learning a language, individual motivation and need for learning and cognition, etc.

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