



**ANALYSIS OF PROCEDURAL ASPECTS OF THE CONTENT OF
TEACHING FOREIGN LANGUAGES**

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Abstract

This article focuses on the procedural aspect of the content of teaching foreign language classes, primarily speech and speaking skills, as well as speech skills that are included as elements of speech skills: vocabulary use (lexical skills), grammar (grammatical skills), writing skills (spelling skill) and the development of pronunciation skills and the analysis of the effective use of modern methods in this process.

Keywords: language teaching, effective learning approaches, English, speech skills, an adequate understanding of thoughts, lexical skill, grammatical skills.

Introduction

The procedural aspect of the content of teaching foreign languages includes, first of all, speech skills and speech skills. By their nature and composition, they are very diverse [1-5]. Speech skills included as elements of speech skills include the skills of using vocabulary (lexical skill), grammar (grammar skill), writing skills (spelling skill), and pronunciation skills. Speech skills are speech operations that differ in such parameters as unconsciousness, complete automaticity, compliance with the norm of the language, normal pace (speed) of execution, and stability [6-13]. Thus, speech skills by their nature are stereotyped, mechanical formations, i.e. they are automated components of conscious speech activity in oral and written form.

The Main Part

To form a speech skill means to provide the student with the opportunity to correctly build their own written and oral foreign language statements and understand the statements of other people, including native speakers of the language being studied. For example, the pronunciation skill is designed to



provide students with the ability to:

- a) Distinguish and reproduce phonemes and into tones of the language being studied;
- b) Perceive and connect sequences of unfamiliar sounds;
- c) Divide the flow of sounds into significant structural units, consisting of phonological elements;
- d) Understand and master the processes of sound perception of the language being studied.

In turn, among the lexical skills (for example, the skills of using bilingual dictionaries, the skills of distinguishing the component composition of a lexical unit, etc.), the following skills are of particular importance:

- Recognition and correct sociocultural use in one's speech of regionally marked lexical units;
- Their translation from a foreign language into Russian and from Russian into a foreign language;
- Linguistic and cultural commentary on the socio-cultural context of linguistic realities in a foreign language [14-21].

Lexical, grammatical, pronunciation and spelling skills are indispensable conditions for the formation of speech activity skills, i.e. ability to speak, listen, read, and write in the target language. These skills are about speech skills the same necessary conditions as the preservation of words or grammatical phenomena in the student's memory. The use of speech skills independently and taking into account the goals and situation of communication to express one's thoughts, intentions, experiences and adequate understanding of the thoughts of other people - native speakers of the language being studied, is an indicator of the formation of speech skills. "To possess such a skill means to be able to choose the right style of speech, to subordinate the form of speech utterance to the tasks of communication, to use the most effective (for a given purpose and under given conditions) linguistic (and non-linguistic) means" [22-29].

Since the conditions of communication are never completely repeated, and each time a person has to re-select the necessary linguistic and paralinguistic means of communication, speech skills, i.e. the ability to use the language being studied as a means of communication in various fields and situations, are creative in nature. They are the result of language acquisition at each specific segment and stage of learning [30-36]. These skills differ by types of speech activity (speaking, listening, writing, reading) and are:



- The ability to speak a foreign language - to dry out monologues and take part in dialogic communication adequately to the goals, objectives, conditions of communication and communicative portraits of communication partners;
- The ability to purposefully understand information both in direct communication with the interlocutor/s and in indirect communication (radio, television, etc.);
- The ability to convey information in writing adequately to the goals and objectives of communication, the communicative portrait of the addressee, correctly arranging a written message depending on its form (letter, abstract, etc.);
- The ability to understand information when reading adequately to the goals of communication (complete, accurate, deep understanding, familiarization with the content, viewing the text, etc.).

These speech skills cannot be included in the content of teaching a subject, since, as was shown earlier, they constitute the content of the pragmatic aspect of the goals of teaching foreign languages [37-41].

These skills are differentiated in relation to different educational institutions and stages in foreign language programs. All other skills should be considered as components of the content of teaching a foreign language. Such skills include, for example, the so-called learning skills:

1. Skills related to intellectual processes:

- Observe this or that linguistic phenomenon in the target language, compare and contrast the linguistic phenomenon in a foreign language and the native language;
- To search and highlight the necessary/significant/key information following a specific learning task;
- Compare, compare, classify, group, and systematize information following a specific educational task;
- Anticipate information, summarize the information received, evaluate what was heard/read;
- Fix the main content of messages;
- Formulate (orally and in writing) the main idea of the message;
- About drawing up a plan;
- Prepare and make detailed reports such as a report;

2. Skills related to the organization of educational activities:

- Work in different modes - individually, in pairs, in a group;
- Use reference materials;



– Control their actions and the actions of their comrades, objectively evaluate these actions;

– seek help, additional explanations from the teacher, comrades, etc.;

3. Compensatory (strategic) skills. These skills are manifested if the student wants to convey this or that speech message in a non-native language for him or understand an oral/written speech statement, but his limited language capabilities, knowledge and skills do not allow him to do this successfully [42-45]. The student's awareness of the limitations of his abilities leads him, for example, to seek help from his communication partner or to reference materials.

The named speech skills, as well as language and regional knowledge, are subject to careful selection about the conditions of teaching a foreign language in one or another type of educational institution. The selection of the content of teaching foreign languages in general and its components is traditionally carried out in the domestic methodology, taking into account the following two principles:

1. The need and sufficiency of the content to achieve the goals of teaching a subject;

2. Accessibility of the content as a whole and its parts for assimilation.

The first principle means that the content of training should cover those of its components that are important for the achievement of the goal. If in a modern school we are talking about the development of student's ability for intercultural communication, then the content of education should, in addition to information, methods of activity. expressed in oral and/or written text and tasks, also include emotional activity caused by the subject and the process of its assimilation.

The emotional-evaluative component of the content of teaching foreign languages plays an important role in the qualitative assimilation by students of all other components of this content. So, for example, the formation of positive value orientations in relation to a foreign language and activities related to its assimilation allows, in addition to developing general educational and special skills, to solve other tasks: to instil in students a desire to engage in self-education, to develop the desire to discover new areas of the practical application of the language being studied, etc.

The second principle means taking into account the real possibilities of students for mastering the selected content of education. In this regard, the methodology raises the question of selecting a “minimum of linguistic, regional and speech material”, i.e., the minimum amount of training content necessary and sufficient to achieve the goals set in the specific conditions of teaching and learning the



language.

The need to minimize the content of the training is because the formation of the ability for intercultural communication requires a fairly long time. Therefore, exceeding the minimum allowable content of education, without taking into account the real study time allotted for its study at school, can lead to irreparable negative results: loss of interest on the part of students in learning the language, loss of confidence in the successful mastery of the language being studied, etc.

The procedure for selecting the content for teaching foreign languages is a multi-stage process. Even though all components of the content of education are closely interconnected with each other, a certain sequence can be traced in their selection. The subject aspect of the content of the training is primarily in its selection. A special role is played by the subject, which makes it possible to determine, within certain areas and situations of communication, the nature of the language material, the genre and stylistic features of texts. The leading component in the selection of linguistic material is a dictionary.

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