

THE MAIN FEATURES AND TECHNOLOGY OF A FOREIGN LANGUAGE LESSON

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Abstract. *This article is dedicated to the that the peculiarity of a foreign language lesson is that it is not an independent unit of the educational process, but a link in the chain of lessons. In this cycle of lessons, the dynamics of the educational process is carried out: what was the purpose of the previous lesson becomes the means of the next one, which determines the close relationship of the lessons and ensures progressive movement towards the final educational goals. A foreign language lesson has its own specifics, which is determined by the very content of the subject, the practical orientation of the training and the fact that a foreign language is not only as a goal, but also as a means of learning.*

Keywords: *lesson, foreign, language, method, content-based, learning, educational, process.*

The lesson is the main organizational form of learning, the smallest unit of the learning process. The lesson is the main link in the learning process, which solves specific practical, educational, educational and developmental tasks that ensure the achievement of final goals. Both the learning process as a whole and didactic cycles and blocks are implemented using the lesson as a unit of the learning process. This means that a foreign language lesson as a unit it necessarily embodies the basic qualities and properties of the whole, i.e. the course of study. Both the process of learning a foreign language as a whole and an individual lesson is characterized by expediency and relative completeness. The integrity of a particular lesson is ensured by the totality of its parts, links, stages, which are necessarily connected by a 'single axis', a 'single core', a 'common outline' and a place in the lesson system, which also has a semantic, thematic core, developing plot, in the context of which the educational material is assimilated and applied.

The peculiarity of a foreign language lesson is that it is not an independent unit of the educational process, but a link in the chain of lessons. In this cycle of lessons, the dynamics of the educational process is carried out: what was the purpose of the previous lesson becomes the means of the next one, which determines the close relationship of the lessons and ensures progressive movement towards the final educational goals.

A foreign language lesson has its own specifics, which is determined by the very content of the subject, the practical orientation of the training and the fact that a foreign language is not only as a goal, but also as a means of learning.

The main psychological, pedagogical and methodological requirements for a modern foreign language lesson are communication, individualization of the learning process, speech orientation of tasks, situational learning, novelty.

The basis for building a lesson is a set of scientific provisions that define its features, structure, logic and working methods. This set is called the methodical content of the lesson. Communicativeness. If it is necessary to teach a person to communicate in a foreign language, then it is necessary to teach this in a communication environment. This means that learning should be organized in such a way that it is similar to the process of communication. Only in this case it will be possible to transfer the formed skills and abilities: the student will be able to act in real conditions. Individualization. Each of us has encountered such a phenomenon: some event excites a person, pushes him to act verbally, encourages him to express his opinion, but leaves the other indifferent. Or: one person reads adventure literature all his life and watches only detective and entertainment films, the other is inclined to historical novels or love lyrics. This is because every person is an individual with all its inherent characteristics. In the process of learning speech activity, personal individualization becomes extremely important, because there is no faceless speech, speech is always individual. It is closely connected with consciousness, with all the mental spheres of a person as a person. It is impossible to effectively teach speech activity without addressing the individuality of the student.

The difficulty lies in the fact that this knowledge must be used to determine the content of exercises and their organization. Not only the content of the training, but also the same techniques and methods affect students in different ways, depending on their individual characteristics. For example, pair work will not have any effect if the "interlocutors" of this pair do not like each other; it is pointless to offer the class a task – to ask questions to the student if his speech status in the team is low; it is not necessary to adjust the phlegmatic or offer an individual task for someone who is sociable by nature and likes to talk in a group. It is convenient to set individualized tasks at home. In this case, there is a combination of individual and group learning: the student tells the class what he learned at home. Since his comrades are not familiar with the content of his story, it is interesting for both them and the narrator. Such work is also used as a speech charge in the lesson. All students take turns preparing stories about what they are interested in. A wide scope for individualization opens up during training reading. Here, as in teaching speaking, it is necessary to have an additional handout. But no matter how motivated the student is and no matter how much he wants to speak out, read something, i.e. complete the task, he must first of all know how this or that task is performed, be able to perform it. For this purpose, the so-called subjective individualization is provided in communicative learning. It consists in the fact that students from the very first days need to be taught to perform different types of tasks, to learn to learn. The better the student will be to complete tasks, the more successfully he will master the material, the faster he will achieve the goal. Speech orientation. Speech orientation, first of all, means the practical orientation of the lesson, as well as learning in general. It is generally accepted that one cannot, for example, learn to read by learning only the rules of reading and learning words, or speak by learning only the rules of grammar. It is practical speech activity that should be devoted almost all the time of the lesson. Each lesson should solve some specific practical tasks and bring the student closer to his goal; not only the teacher, but also the students need to know what speech skill

or what skill they will master by the end of the lesson. Speech orientation also means the verbal nature of all exercises. The student's employment in practical speech actions does not yet ensure effective learning, because learning speech activity is possible only through actions of a speech nature. The speech orientation also implies the motivation of the utterance. A person always speaks not only purposefully, but also motivated, i.e. for the sake of something, for some reason.

Unfortunately, a student's statements in a foreign language lesson are not always motivated. For example, when a student describes the weather, he is motivated only by the task to describe, but by an unwillingness to warn the interlocutor so that he does not get wet in the rain. Of course, natural motivation in the educational process is not always fully achievable: many students do not have an immediate need to know a foreign language and communicate in it. But there is always the possibility of causing this need indirectly. The speech orientation of the lesson also assumes the speech (communicative) value of phrases. You should avoid using phrases in a foreign language lesson that never sound in real communication.

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