

FORMATION OF MEDIATION COMPETENCE IN TEACHING FOREIGN LANGUAGES IN SECONDARY SCHOOL

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Abstract: *In the modern world, knowledge of a foreign language is not just an advantage, but also a vital necessity. At the same time, in addition to the traditional skills of speaking, reading, writing and listening, more and more attention is being paid to mediation competence. The article highlights the features of mediated writing as an independent type of speech activity. Various forms and methods of teaching language mediation are considered, as well as the formation of mediation competence at different stages of teaching foreign languages.*

Key words: *Competence, mediation, language, secondary school, materials, communication.*

What is mediation competence?

Mediational competence is a person's ability to mediate in the process of communication between people speaking different languages. It includes:

- Understanding the content of a foreign language text.
- The ability to convey its meaning to other people.
- Mastery of various intercultural communication strategies.

In a school foreign language course, mediation activities can be used within interpersonal and communications contexts in small groups. However, language mediation can be taught to all stages of the educational process. Let us dwell in more detail on the possible forms mediation, which, in our opinion, is advisable to use for the development schoolchildren have mediation competence. [1]

Why is mediation competence important?

In the modern world, people are increasingly communicating with speakers of other languages. This can happen while traveling, studying, working, or simply communicating on social networks. Mediation competence allows people to interact effectively with each other, even if they do not speak the language at a perfect level.

How to develop mediation competence in secondary school?

There are many methods for developing mediation competence in secondary school. Here are some examples:

□ Use of authentic materials: newspapers, magazines, films, songs and other materials in the target language.

□ Project work: Students can work on projects that require them to find information in the target language, translate it, and present it to other people.

□ Role-playing: Students can role-play various situations that require the use of mediation skills.

□ Using Online Resources: There are many online resources that can help teachers and students develop mediation competence. [2]

Intralinguistic (intralinguistic) mediation is more common in native language, when it is necessary to convey the meaning of a highly specialized message to a non-specialist, using lexical units known to him. Russian authors A.A. Kolesnikov and M.K. Denisov consider mediation from the standpoint of an interactive approach and highlight mediation without the presence of interaction (translation, abstracting, annotation, review, and retelling), mediation within the framework of interaction (consecutive translation, textualization intentions, mediation during negotiations) and mixed mediation (presentation own information followed by discussion). [3]

“Mediation is a fundamental skill that we use in our everyday lives and it’s essential for students who want to learn English for the real world” says in Djanabaeva Adina’s article. [4]

Conclusion:

The formation of mediation competence is an important aspect of teaching foreign languages in secondary school. It allows students to interact effectively with people from other countries, which is an essential skill in the 21st century.

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