
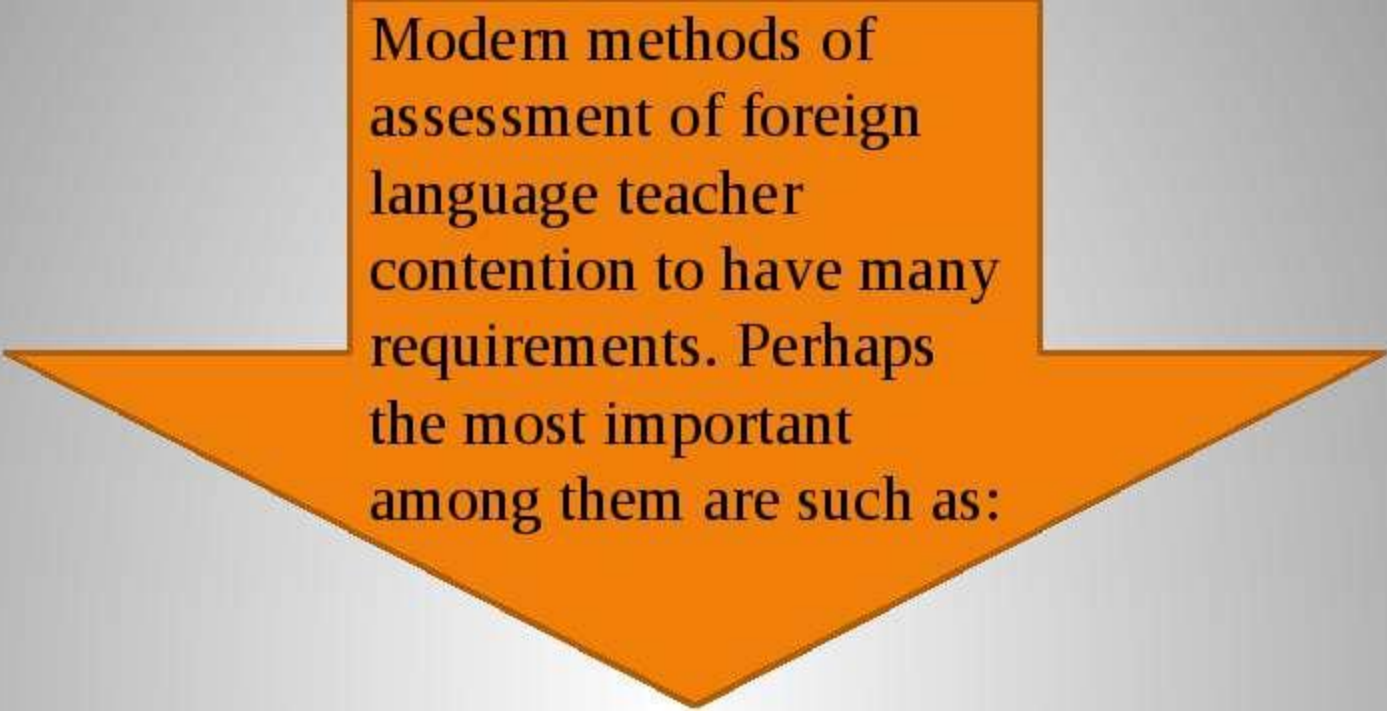


TEACHING POLYLOGIC FORM OF
FOREIGN LANGUAGE
COMMUNICATION


Modern methods of assessment of foreign language teacher contention to have many requirements. Perhaps the most important among them are such as:



Communicative competence, namely the ability of teachers and his willingness to communicate (oral and written language), its geographic education, culture of speech behavior (the ability to listen to the student, skilled management dialogue, discussion, appropriate response to student errors).

Technology and Foreign Language Education

The Internet is the latest in a series of technological innovations for second language education. In order to understand the role of the Internet, it would be useful to provide a brief history of technology and language teaching, present a survey of the technological resources available to second language learners, and, finally consider the role of the Internet and its possibilities.



The teacher has **two main roles**: the first role is to **facilitate the communication process between all participants in the classroom, and between these participants and the various activities and texts.**

The second role is to act as an independent participant within the learning-teaching group. The latter role is closely related to the objectives of the first role and arises from it. These roles imply a set of secondary roles for the teacher; first, as an organizer of resources and as a resource himself, second as a guide within the classroom procedures and activities....

A third role for the teacher is that of researcher and learner, with much to contribute in terms of appropriate knowledge and abilities, actual and observed experience of the nature of learning and organizational capacities.

activity design
ensure reflection
on learning?

Deploys teacher
experience, teaching
strategies, effective
task designs

Makes use of multimodality,
seamlessness,
authenticity,
collaboration

Teacher
wisdom

Device
features

How does
the activity
exploit these
aspects?

OUTCOMES
How does the activity
lead to improved
language proficiency
and other outcomes?

REHEARSAL
How does the activity
make the most of
circumstances and
resources to enable
more practice?

Language
dynamics

Learner
mobilities

Responds to diversity
of communication
channels and evolving
language use

Takes account of
places and times,
contexts, cultures,
learners' goals

INQUIRY
How does the activity relate

- Today, more than ever before, international relations are expanding and communication is becoming an integral part of life. Foreign language is becoming more and more popular. In this regard, the country implements a modern state language policy.
- According to the concept of GEF, teaching a foreign language is one of the priorities of modern school education.
- The school is faced with the task of forming and developing a personality integrated into the world and national culture, possessing basic competencies, capable of self-realization and responsible behavior.

- The main purpose of teaching foreign languages at school at each stage is to develop students' ability and willingness to carry out foreign language interpersonal and intercultural communication with native speakers at the elementary (primary school), pre-threshold (primary school) and threshold (secondary school) level. In other words, students must have communicative competence in order to be able to successfully apply communicative skills in practice. It follows that communicative competence is one of the main components in teaching a foreign language in a modern school.

- The level of communicative competence determines the success of foreign language communication. Therefore, the problem of formation and development of communicative competence is one of the most important in the process of teaching a foreign language. Many scientists were engaged in this problem. For example, Yuri M. Zhukov and L. A. Petrovskaya define communicative competence as "the ability to establish and maintain the necessary contacts with people." The structure of the so-called communicative competence includes a system of knowledge and skills, ensuring the successful course of communicative processes in humans.

- The above-mentioned authors in their works recognize that full-fledged diagnostics and development of communicative competence are impossible at the time of research by scientists of this topic. It follows that the problem of definition, diagnosis and development of communicative competence in modern science can not be considered satisfactorily solved. The study of this problem was also involved in Yu. Emelyanov, who correlates communicative competence with the ability of a person to take on and perform various social roles, as well as the ability to adapt to various social situations, to be fluent in both verbal and nonverbal means of communication.

- Thanks for watching