

Pedagogical Conditions for The Development of Students' Practical Foreign Language Skills

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Abstract: This article explores the essential pedagogical conditions necessary for fostering the practical foreign language skills of students. It delves into effective teaching strategies and learning environments that promote active language use and enhance communicative competence. The study identifies key factors, including the integration of authentic materials, collaborative learning opportunities, and the role of teacher feedback in the learning process.

Keywords: Pedagogy, foreign language skills, practical skills development, communicative competence, teaching strategies, learning environment.

Introduction: In modern times, the field of education has become one of the broadest spheres of human activity. In our country, changes associated with the democratization of the system are completely changing the paradigm of organizing higher education: more attention is paid to reducing the load on the audience, replacing passive listening to lectures with an increase in the share of independent work of students.

The center of gravity in teaching is the independent activity of students in education, improving the content and forms of independent work of students.

It is of great importance that self-education in the bachelor's degree should not only expand the cultural aspects of students, their scientific knowledge, but also contribute to their self-determination.

We can hope for the successful development and functioning of the pedagogical system only if certain conditions are met. Nevertheless, today we will consider the analysis of the exact scientific definition of the term "pedagogical conditions".

In order to correctly determine the cause of a particular problem, it is necessary to determine what this condition is. A condition is a set of circumstances in which a given cause can cause a given effect, but conditions without a cause have no effect.

H.G. Widdowson considers pedagogical conditions as conditions of the educational process, which are the

result of the purposeful selection, design and application of structural elements, methods, as well as organizational forms of education to achieve a specific didactics. [3]

Thus, we consider pedagogical conditions as the conditions of the educational and upbringing process, which are the result of the selection, construction and application of structural elements, forms, methods and means of teaching and upbringing that contribute to the effective achievement of the intended goals.

The current practice of teaching foreign languages in non-philological education in higher education institutions is not sufficiently effective. How can we increase its effectiveness? The number of hours allocated to classroom lessons for learning a foreign language in non-philological education is not enough, therefore, today the problem of creating conditions for students' extracurricular activities is urgent.

It is also possible to develop a number of pedagogical conditions that will help improve practical foreign language skills:

- ensuring a rich language environment in foreign language lessons;
- creating a warm, optimistic atmosphere, friendly support and belief in success;

- making the lesson personally significant, taking into account the individual age characteristics of students;
- teaching a foreign language on a communicative basis;
- building the educational process, focusing on modern achievements of linguistic didactics and linguistic psychology.

In addition, below we will focus on the forms, methods, and tools for organizing high-quality and effective education as pedagogical conditions for developing students' practical foreign language skills.

The development of teaching systems has a long history. Teachers of each era faced the problem of choosing forms of teaching that meet their goals. This was associated with the emergence of various forms of educational activity for students and the process of further improving their classification.

We ventured to summarize the general laws, methods and forms of organizing educational activities and to study modern methods and techniques for developing organizational skills in the professional activities of foreign language teachers.

B.L. Leaver and others divide the forms of organizing educational activities into general and specific forms. Specific forms include lessons, lectures, seminars, public lectures, group or optional classes, consultations, tests, exams, colloquiums, conversations, etc. General forms cover the entire educational process and constitute its material basis, are considered forms of existence of the educational process, and their use in accordance with the specific goals of education gives rise to many specific or special forms of organizing educational activities. According to scientists, general forms of organizing educational activities are individual, pair, group and other forms of work.[5]

The next classification of educational activities is described by D. Willis in his scientific research. The scientist distinguished frontal, group, pair and individual forms of work and highlighted their application. In the frontal form of work, the teacher directly leads the entire composition of the audience, organizing the cooperation of all students and setting a single pace for them. In the group form, the teacher leads the activities of groups of students in the audience. D. Willis divides group forms into such forms as link, brigade, cooperative group, differentiated

group. The link form of educational work consists in organizing educational activities in relation to permanent small groups of students led by leaders.[4]

A type of group form is cooperative group educational activities ("cooperation" is the combination of actions). In this organization, each contact group performs part of the general task assigned to the audience. In this organization, students first cooperate in groups, and then as an audience.

Differentiated group work is a separate type of group form of education. It involves the organization of the work of groups of students with different learning opportunities. When working in pairs, the teacher guides the work of cooperating pairs of students sitting at separate desks. The individual form involves the organization of the independent performance of the task by each student. Students do not enter into cooperation with their peers. All students in the audience perform the same task. When each student works on assigned tasks according to their learning capabilities, this is considered an individualized, rather than individual, form of learning activity.

Therefore, T. Korzhynska propose working in permanent and alternating trios as options for the general audience form of educational activities; the group form of educational activities can also be carried out in groups of permanent or alternating composition. We would like to dwell separately on one of the forms of organizing educational activities - the pair form. Communication in pairs can take place between students and between students and the teacher. In our opinion, the form of "tutoring", that is, tutoring, can be used when organizing educational activities in a foreign language lesson; for example, during the work of pairs, groups or trios, individual students may have questions, the student raises his hand and asks the teacher to come to him and help solve some problem. It is in this situation that communication in pairs occurs between the teacher and the student. As for the "student-student" interaction, we propose working in alternating pairs as an alternative to working in permanent pairs, as in organizing educational activities.[8]

In our opinion, the second group of forms of organizing educational activities in direct educational dialogue is of particular interest - general audience or "debate" forms. When organizing such educational activities, the audience or team of students is perceived by the organizer of this activity as a single whole, which is why we called it the general audience form. The reason why we call it debate is that in any discussion there is a person who organizes the cooperation of the interlocutors, we believe that there is a similarity

between the leader of the discussion and the teacher who leads the audience in a frontal manner. In our opinion, a negative stereotype has formed in the teachers' environment: only the teacher can lead the work of the audience. We believe that in a frontal manner, the types of educational activities of students in a group form of educational activity, forms of organizing educational activities, pair form of educational activities, individual forms of educational activities can be led not only by the teacher, but also by the student. The inter-student teacher should get used to the idea that direct control in education is given to students, and the teacher only helps and controls. This is especially important in teaching foreign languages. After all, they cannot be taught, but only learned. Students should learn to take the initiative and be independent in communication. The use of a frontal form of student leadership of the classroom learning activity, in our opinion, can contribute to the development of these qualities that are important for students.

We have considered the development of students' practical foreign language skills in extracurricular activities as a form of organizing non-traditional educational activities, in which we would like to emphasize that the goals of the training are set solely

from the perspective of developing practical foreign language skills on an organizational basis, since this is precisely the main goal of our research.

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