

## LINGUODIDACTIC BASES OF TEACHING ENGLISH

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**Abstract:** *This article discusses the theoretical foundations of linguodidactics of teaching a foreign language and the formation of competence in foreign language professionally oriented communication. It also describes professional competencies formed by means of a foreign language and methodological approaches to teaching, dwelling in detail on the tasks that need to be solved to develop a high-quality methodological model of teaching a foreign language.*

**Key words:** *linguodidactics, intellectual and speech development, the process of teaching a foreign language, a means of intercultural communication.*

**Introduction.** The term "linguodidactics" is defined as a general theory of language teaching that studies the general patterns of language teaching, the specifics of the content, methods, means of teaching a particular language, depending on the didactic goals, objectives and nature of the material being studied, the stage of learning and the intellectual and speech development of students. It explores the general patterns of language learning, develops methods and means of teaching a particular language depending on didactic goals, studies the influence of monolingualism or bilingualism on language acquisition and solves a number of related tasks. Linguodidactics determines the main patterns of the process of teaching a foreign language in order to create an objective scientific basis for evaluating the effectiveness of teaching methods and their further improvement.

**Discussions and results.** Professionally oriented specialists of linguodidactics understand training based on taking into account the needs for learning a foreign language, dictated by the characteristics of the future profession or specialty. For the study of a foreign language, the use of traditional and non-traditional methods, as well as the methods of foreign representatives is typical [4].

In order to build an adequate system of teaching English to modern requirements, it is necessary to take into account methodological factors that ultimately make it possible to embody the social order of society in relation to a foreign language in the categories of methodological science proper. Methodological concepts and practice of teaching a foreign language fully depend on how methodological science defines and interprets its main categories.

Teaching and learning a foreign language is a challenging task for both teachers and students. Since this subject is not a major subject, few hours of study are devoted to it, therefore, the goal of forming a professionally oriented communicative competence at a level sufficient to conduct successful foreign language communication in the professional sphere seems difficult to achieve [1].

At the same time, the requirements for students' knowledge of a foreign language are quite high. Future engineers need a foreign language both as a means of intercultural communication and as a source of specialized information. Therefore, the most advanced means and methods of organizing the educational process are needed, which will allow the most efficient use of the opportunities and resources available to the teacher and student.

The latter include electronic textbooks, tutorials, e-learning courses and systems, online learning, webinars, e-mail and online conferences, as well as other tools, which together represent the main means for implementing e-learning technology. Intensive methods are the maximum activation of students during classes, the mobilization of hidden psychological reserves of the

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student's personality. Intensive learning differs from traditional learning, first of all, in the way of organizing and conducting classes: increased attention to various forms of pedagogical communication, the socio-psychological climate in the group, the creation of adequate learning motivation, the removal of psychological barriers in the assimilation of language material and speech communication [2].

The project method is providing students with the opportunity to independently acquire knowledge in the process of solving practical problems or problems that require the integration of knowledge from various subject areas. The teacher in the project is given the role of coordinator, expert, additional source of information [3]. The most important component of the process of language acquisition is the teacher, namely the authority of the teacher's personality, which plays a leading role in the learning process. Certain qualities that a teacher should have (self-confidence, the ability to conduct a lesson in accordance with the specifics of the method, external data, enthusiasm, etc.) help to increase his authority and help win the favor of students, which is necessary for successful learning.

**Conclusion.** Thus, the methods described by us should be used in the classroom teaching a foreign language, this will diversify such a difficult process as mastering special vocabulary, grammatical structures and speech situations that are typical for professional communication.

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