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**SPECIFICS OF A FOREIGN LANGUAGE LESSON AT THE INITIAL  
STAGE OF LEARNING**

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**Abstract:** A foreign language lesson has its own specific features that a foreign language teacher cannot ignore. At present, the global goal of mastering a foreign language is considered to be familiarization with another culture and participation in a dialogue of cultures. This goal is achieved by developing the ability for intercultural communication. It is teaching organized on the basis of communicative tasks, teaching foreign language communication, using all the tasks and techniques necessary for this is a distinctive feature of a foreign language lesson.

**Key words:** foreign language, speech activity, lesson, independent work, teacher, personal interest, teaching, communication.

Foreign language communication is based on the theory of speech activity. Communicative teaching of a foreign language is of an activity-based nature, since verbal communication is carried out through "speech activity", which, in turn, serves to solve problems of productive human activity in the context of "social interaction" of communicating people. Participants in communication try to solve real and imaginary problems of joint activity with the help of a foreign language. [8].

The activity-based nature of communication-oriented teaching of a foreign language is realized in the context of a humanistic approach to teaching. With this approach, positive conditions are created for the active and free development of the individual in the activity. In general, these conditions are as follows:

- students have the opportunity to freely express their thoughts and feelings in the process of communication;

- each participant in the communication remains in the focus of attention of the others;
- the participants in the communication feel safe from criticism, persecution for mistakes and punishment [8].

With a humanistic approach to teaching, the cognitive barriers characteristic of the educational process, which reduce the motivation of students and encourage them to irritability, disappear.

The humanistic approach assumes student-centered teaching. This means that learning, or rather, students interacting with each other, are the center of cognitive activity in the lesson.

The content, organization and conduct of a foreign language lesson determine the strength of the impact of the educational process on students.

There are many opportunities to increase the effectiveness of a foreign language lesson in modern conditions.

The first of these include teaching pupils' methods of learning, ways of learning a foreign language, which are so necessary for rational independent work of students to master it. Mastering any subject in general, and a foreign language to a greater extent, is possible only under the condition of active work of each student, involving them in the speech activity itself.

Language acquisition is carried out primarily in the classroom. A modern foreign language lesson is a complex formation. Its preparation and implementation require a great deal of creative energy from the teacher.

Firstly, multifaceted tasks are solved in the lesson. In each lesson, students must certainly receive an "increase" to their practical proficiency in the language being studied. This can be expressed in a better understanding of speech by ear due to the acquisition of new words, a new grammatical form, structure; in the acquisition of knowledge about the culture of the country of the language being studied in the field of literature, music, history, that is, students are immersed in the national culture and national psychology of the country of the language being studied.

The material of the lesson and the means for its activation should be used for educational purposes. The teacher decides what exactly should be cultivated in schoolchildren in a given lesson, using techniques and methods for their emotional and intellectual development [4].

Secondly, various organizational forms of work are used in the lesson: group, paired, individual. In order to involve everyone, you need to develop and improve your organizational skills to prepare a kind of lesson scenario.

Thirdly, the lesson must be provided with teaching aids that correspond to the tasks to be solved.

Fourthly, the teacher's use of the teaching and methodological kit components and other teaching aids in the lesson must be brought to the point of free manipulation. This is only possible if the teacher regularly uses them and keeps them in working order at all times.

Fifthly, an important factor is the creation of positive motivation in learning a foreign language with a deep knowledge of the teacher's personality of each student. This is achieved by using techniques that arouse personal interest in the pupils in completing tasks. These include speech tasks, problem tasks.

Thus, a lesson as a complex formation plays a decisive role in students' mastering a foreign language. A foreign language lesson requires especially careful preparation. It is where speech skills and abilities are formed and developed.

A teacher's deep understanding of what pupils expect from him should be considered as another opportunity to increase the effectiveness of a foreign language lesson.

In the eyes of learners, a teacher is, first of all, a native speaker of the foreign language he teaches. Consequently, the first thing that students expect from a teacher is a good practical command of the language taught.

A student perceives a foreign language teacher as a philologically educated person familiar with a foreign language culture, an interesting conversationalist in his native language. The teacher "introduces" the culture of the peoples of the

countries of the studied language to schoolchildren, introduces them to traditions, cultural monuments, outstanding figures, writers, artists, etc.

A teacher educates, brings up and develops students. He inspires pupils to study a foreign language, organizes the process of mastering it. The teacher creates an atmosphere of a foreign language, conditions for mastering it, ensuring a noticeable advancement of pupils.[1]

To summarize the above, it is necessary to emphasize the importance of interaction and cooperation of students, as well as speech tasks for organizing communicative acquisition of language. Communicative teaching includes the formation of communicative competence, that is, internal readiness and ability for verbal communication, orienting students to "enter" into another cultural space. Such teaching is characterized primarily by non-traditional forms of conducting classes.

The content of the lesson is also determined by the selection of techniques and exercises that precisely correspond to the set tasks. By correspondence to the tasks we mean educational communication situations for oral speech, and the nature of the text material for reading. An educational situation is understood as specially created conditions, circumstances, and a system of relationships between interlocutors for the purpose of educational and pedagogical influence on students when performing speech actions in a foreign language. The educational situation should, if possible, be adequate to the real communication situation in which the language phenomenon being mastered is used. The educational situation should be extremely clear to students. This means: the task is clearly defined (what to ask, what to find out from the interlocutor, what to tell, what needs to be proven, clarified, refuted, etc.). Students know what is required of them, what they can do, since the fulfillment of the task is provided by specific linguistic (words, phrases, structures) and speech (ready-made speech cliches) material, being learned or mastered.

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