

5. Mid90s. URL: <https://en.m.wikipedia.org/wiki/Mid90s> (дата обращения: 05.06.2021).
6. Sour (album). URL: [https://en.m.wikipedia.org/wiki/Sour_\(album\)](https://en.m.wikipedia.org/wiki/Sour_(album)) (дата обращения: 05.06.2021).
7. Tell Me Why (video game). URL: [https://en.m.wikipedia.org/wiki/Tell_Me_Why_\(video_game\)](https://en.m.wikipedia.org/wiki/Tell_Me_Why_(video_game)) (дата обращения: 06.05.2021).
8. Twin Peaks. URL: https://en.m.wikipedia.org/wiki/Twin_Peaks (дата обращения: 05.06.2021).
9. Twin Peaks (season 3). URL: [https://en.m.wikipedia.org/wiki/Twin_Peaks_\(season_3\)](https://en.m.wikipedia.org/wiki/Twin_Peaks_(season_3)) (дата обращения: 10.06.2021).
10. Vikings (season 5). URL: [https://en.m.wikipedia.org/wiki/Vikings_\(season_5\)](https://en.m.wikipedia.org/wiki/Vikings_(season_5)) (дата обращения: 07.06.2021).

УДК 377

E. K. Voytkova (Magnitogorsk, Russia)
Nosov Magnitogorsk State Technical University

Activation of teaching a foreign language speech-thinking activity of technical directions bachelors

Статья посвящена проблеме повышения мотивации бакалавров технических направлений к изучению иностранного языка. Уточняется тот факт, что создание речевой ситуации проблемного характера на занятиях по иностранному языку является одним из стимулов к активной иноязычной мыслительной деятельности обучающегося.

Ключевые слова: бакалавр, обучающийся, иноязычная деятельность, мотивация, проблемный метод, речевая ситуация

The article is devoted to the problem of increasing the motivation of technical directions bachelors to learning a foreign language. It clarifies the fact that the creation of a speech situation of a problematic nature in foreign language classes is one of the incentives for the student's active foreign language mental activity.

Keywords: bachelor, student, foreign language activity, motivation, problem method, speech situation

On the pages of methodological literature, it is noted that already in the second half of the XX century, many researchers in the field of foreign language teaching methods tried to move from linguistics, which deals with the structural analysis of phrases, to communicative linguistics, which studies speech communication, speech situations, that is, communication issues in a foreign language [1]; [5]; [11]; [12]; [13].

The main task of communicative linguistics is the formation of communicative competence. In the didactic dictionary, communicative competence is defined as the knowledge of psychological, regional, social factors that determine the use of speech in accordance with social norms of behavior.

An important role in the formation of communicative competence is assigned to the use of the situation, that is, language is not considered only as a knowledge that a student should master, but also as a skill that he should learn to use in the appropriate situation. It is the situation that contributes to the emergence of speech actions, which are a synthesis of language material with the skills and abilities of its use [1]; [3, p. 61]; [4, p. 264]; [8].

The most important aspect of real communication is the speech situation – such conditions and circumstances that encourage the speaker to speech activity, determine the program, content and language design of statements [1]; [2, p. 190]; [5, p. 49]; [6]; [7]; [9]; [10]; [14]; [15]; [16].

The criterion for the naturalness of educational and speech situations should be considered their ability to create a natural communicative motivation and thereby cause students to have a real need for foreign language speech activity [1]; [5]; [11]; [12]; [13]; [15].

One of the ways to activate and stimulate speech activity at the stage of formation of communicative competence is the use of specially selected texts of a problematic nature. These are logical tasks based on facts and events of everyday life that contain an element of strangeness, understatement. Solving these situations requires a non-standard approach, original solutions. This also includes the creation of educational and speech situations based on humorous texts (sketches), methods of working with which allow you to transfer speech from the operational to the motivational-thinking level, to develop such qualities of speaking skills as productivity, purposefulness, independence, dynamism [12].

We can distinguish the following types of work with texts of humorous content and texts that represent logical tasks:

- predicting the final remark and staging the dialogue (discuss all versions and choose the best replicas);
- the development of dialogue replicas in the proposed situation;
- the discussion of problem situations (discuss possible hypotheses and choose the most elegant solution);
- role-playing game-polylogue with the "deployment" of the situation.

There are such humorous stories, the plot of which intersects with the topics being studied, for example, “City”, “Travel”, “Food” and many others. With their help, it is possible to stimulate the use of the studied speech material in conditions of direct communication.

A variety of material for this type of work can be selected in specially published books containing humorous stories, funny stories that can be translated into any foreign language. The teacher can also include phraseological units, idiomatic expressions in a foreign language in the story. The main thing to do is to convey the essence of the events without distorting the situation itself, and correctly formulate the question.

As an example, we can offer the following story in English:

On the door of a small provincial restaurant you can read: "Come in and eat what you want. Your great-grandson will pay for you." A gentleman enters, takes a seat at the table, calls the waiter and orders lunch ... (Task: complete the dialogue yourself!)

Then, when he has eaten, gets up and goes to the door.

– You forgot the bill! – the waiter said.

– But it's my great-grandson who will have to pay my bill, right?

– Great! But... Complete the dialog. (Key: Sure. But you have to pay for your great-grandfather).

Having stopped at the words " he orders a luxurious lunch", you can invite students to play a scene between a waiter and a tourist who makes an order. And then the students offer various responses from the waiter. What is valuable here is that each student can offer his own version.

The process of creative thinking captures students and turns into an exciting game, and the desire to express their version creates a natural speech situation.

The effectiveness of the problem-based method of teaching is explained by the fact that it stimulates active thinking of students in the process of forming communicative competence, motivational readiness for communication, namely, to the internal need for speech action.

Thus, the use of problem situations in teaching speech activity is a process of active learning. And the organization of such a learning process requires creativity, first of all, from the teacher himself. Here he can show his best professional qualities.

References

1. Ермолаева И. А. Обучение говорению на уроках английского языка с использованием ситуаций речевого общения. URL: <https://www.pedm.ru/categories/10/articles/1096>

2. Залавина Т. Ю. Анализ использования информационно-коммуникационных технологий при обучении иностранному языку // Общество, образование, наука в современных парадигмах развития: сб. тр. по материалам Нац. науч.-практ. конф. / под общ. ред. Е. П. Масюткина, науч. ред. Т. Н. Попова. Керчь, 2020. С. 189–193.

3. Залавина Т. Ю. Аспекты применения личностно-ориентированного подхода в системе высшего образования // Педагогика, психология, общество: сб. материалов Всерос. науч.-практ. конф. Чебоксары, 2020. С. 60–62.

4. Залавина Т. Ю. Значимость развития цифровых навыков и цифровых образовательных технологий при обучении аудированию // *Художественное произведение в современной культуре: творчество – исполнительство – гуманитарное знание: сб. ст. и материалов / сост. А. С. Макурина. Челябинск, 2020. С. 263–267.*
5. Залавина Т. Ю. Использование цифровых историй как способ активизации самостоятельной работы студентов при изучении иностранного языка // *Организация самостоятельной работы студентов по иностранным языкам. 2020. № 3. С. 48–52.*
6. Залавина Т. Ю. Когнитивные и прагматические аспекты фразеологизмов со значением «порицание»: автореф. дис. ... канд. филол. наук. Челябинск, 2007. 25 с.
7. Залавина Т. Ю. Роль онлайн-словарей в обучении английскому языку студентов инженерных направлений // *Информатизация образования и методика электронного обучения: цифровые технологии в образовании: материалы IV междунар. науч. конф.: в 2 ч. Красноярск, 2020. С. 124–128.*
8. Залавина Т. Ю. Самостоятельная работа в индивидуальном и совместном обучении // *На пересечении языков и культур. Актуальные вопросы гуманитарного знания: науч.-метод. журнал. Киров, 2020. № 3(18). С. 507–511.*
9. Залавина Т. Ю. Фразеологическая синонимия как способ отражения реальной действительности в национальных языках // *Теоретическая и прикладная лингвистика. 2018. Т. 4. № 2. С. 38–46.*
10. Залавина Т. Ю. Когнитивные и прагматические аспекты фразеологизмов со значением «порицание»: дис. ... канд. филол. наук. Челябинск, 2007. 175 с.
11. Пассов Е. И. Коммуникативный метод обучения иноязычному говорению. М.: Просвещение, 1991. 223 с.
12. Чернова Г. М. Создание учебно-речевых ситуаций на основе юмористических текстов // *Иностранные языки в школе. 1992. № 3-4. С. 76–81.*
13. Юдин Ю. Е. Функции учебно-речевых ситуаций в педагогическом процессе обучения иностранному языку // *Психолого-педагогические проблемы интенсивного обучения иностранным языкам. 1981. С. 134–141.*
14. Bogomolova E. A., Gorelova I. V., Menshikov P. V., Zalavina T. Yu., Arpen-tieva M. R. The Ability to Learn and Ability to Teach: Learning and Teaching Styles // *Proceedings of the International Conference on the Theory and Practice of Personality Formation in Modern Society (ICTPPFMS 2018): electronic edition. 2018. P. 146–153.*
15. Zalavina T. Yu. Some Aspects of FLSP Teaching for Non-Linguistic Students // *Общество, образование, наука в современных парадигмах развития: сб. тр. по материалам Нац. науч.-практ. конф. / под общ. ред. Е. П. Масюткина, науч. ред. Т. Н. Попова. Керчь, 2020. С. 119–123.*
16. Zalavina T. Yu., Shitrikker M. A., Savinovskiy M. O. Die Entwicklung der Robotertechnik im XXI. Jahrhundert // *Актуальные проблемы современной науки, техники и образования: тез. докл. 77-й междунар. науч.-техн. конф. Магнитогорск: Изд-во Магнитогор. гос. техн. ун-та им. Г. И. Носова, 2019. С. 378.*