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THE FORMATION OF THE DEVELOPED AND LINGUISTICALLY COMPETENT PERSONALITY OF THE FUTURE EDUCATOR AT THE LESSON OF ENGLISH

Today the main task of the teacher of a foreign language is the formation of the developed and linguistically competent personality of a future educator or teacher. Performing this task is the goal of each lesson of the English language.

Despite the fact that communicative competence at the lessons of the English language was studied and researched by such scientists and methodologists as Pasov Y. I., Zhynkin N. I., Nikolaeva S. Y., Buslaev F. I., Panko T. I., Potebnya A. A., Shcherba L. V., and others, but there are still many questions to be explored.

The novelty of the publication is that it offers various forms of work of the teacher in order to prepare the fully developed and linguistically competent personality of a future educator or teacher. The aim of this paper is to show the feasibility of using various methods of the development of students' oral speech.

Nowadays both every student in particular and our country in general are interested in the practical mastery of a foreign language that provides withdrawal to the world market and introduction to world culture. Therefore, communicative competence becomes the priority objective.

The main purpose of foreign language teaching is to develop students' abilities to use a foreign language as a tool in the dialogue of cultures and civilizations of the modern world. The formation of students' skills of foreign language communication involves achieving such a level of communicative competence by them that would be sufficient to carry out communication in certain communicative spheres [1, 121]. According to the standpoint of the state language policy teaching foreign languages is one of the priorities of modern education.

Communicating in our native language, we do not think about what to say and in what sequence, because linguistic skills are automated and performed instantly. If at the time of speaking in English students have certain difficulties, this indicates a lack of completeness of their automatisms or speech skills and abilities. Methodologists and linguists Pasov Y. I., Zhynkin N. I., Nikolaeva S. Y. consider that speaking skills have the following characteristics: purposefulness, productivity, independence, dynamism and integrity [7, c. 144].

In this paper we demonstrate the tasks of the teacher of a foreign language. The major task of the teacher at the lesson of the English language is to form the fully developed and linguistically competent personality of a future educator or teacher. Besides, the acquired knowledge and analysis skills of reading will help in the formation of professionally significant qualities of the future specialist who is able to think creatively, competently and freely express his or her opinions, use the knowledge in professional activities, for instance, in their practice or work in the kindergarten.

The methodological aim of the English lesson:

- to direct educational activity of students for successful work in today's society;

- to form students' basic language competence which ensure success in composing dialogues and in expressing their own thoughts.

The methodological purpose of the activity is realized through the integrated use of modern teaching methods, among which the main one is the method of conversation which makes possible to perform all tasks of the practical lesson:

- to develop students' independence;
- to improve and expand acquired knowledge;
- to form skills of working with supplementary and reference books;
- to express their own opinion competently;
- to exchange impressions with each other about the reviewed movie or play correctly;
- to master the methods of selection of the material and the ability to identify the main thing;
- to teach students to use various forms of work.

Moreover, the conversation with the student can be in the form of teacher-student, student-student. English speaking language of students is practiced with the help of dialogues. Studying the English language, each student tries to express their thoughts coherently and intelligently and understands another person easily. However, this is impossible without a certain lexical base, a set of words used in a given situation.

The paper examines the main peculiarities of dialogues. One of the greatest advantages of dialogues in English is that they describe all kinds of everyday situations which make up our life and we must be able to understand them. This fact automatically makes conversations valuable for learning the English language, because students need to know the vocabulary which they contain in order to react correctly in any given situation. The words the English-language literature is filled with are not always used in the conversation, yet, dialogues can be saturated with acronyms, abbreviations, slang, certain structures, and interjections.

Not only dialogues, but many different techniques should be used for the students' development of speaking and writing abilities:

- continuation of the thought: complete the given beginning with 5 sentences.
 - I like spring.
 - One morning...
 - If I have a chance, I would like to visit / to go...
 - Today I'd go to the theatre / the cinema because...
- explanation of the proverb: explain how you understand such a proverb as..
 - So many countries so many customs.
 - Tastes differ.
 - While there is life, there is hope.
 - Better late than never.
 - First think, then speak.
 - Life is not a bed of roses.
- explanation of wise sayings: explain the wise statement.
 - I have found if you love life, life will love you back. /Arthur Rubinstein/
 - In the end, it's not the years in your life that count. It's the life in your years. /Abraham Lincoln/

- The most important thing is to enjoy life – to be happy – it’s all that matters. /Audrey Hepburn /
- The privilege of a lifetime is being who you are. /Joseph Campbell/
- Life is a dream for the wise, a game for the fool, a comedy for the rich, a tragedy for the poor. /Sholom Aleichem/
- Whoever is happy will make others happy too. /Anne Frank/
- We know what we are, but know not we may be. /William Shakespeare/

The present study analyzes the basic concept of a new linguistic discipline which is the concept of the text. There are also contradictions concerning the type of broadcasting. Sometimes it is emphasized that the text is a monologue. This opinion is shared by Melnichaiko V. Ya., Plenkin N. A. [3, c. 10; 8, c. 103]. Monologue speech is the language party of one person, addressed to many listeners at the same time (it is not designed for immediate verbal reaction of the listeners), the method of carrying out long-term and purposeful influence on the audience [2, c. 333].

However, other scientists say that the text can exist in the form of the monologue and the dialogue. Among them there are Moskalskaya O. I., Morokhovskiy A. N. [5, c. 159; 4, c. 4]. The dialogue, unlike the monologue, is not consistently and expediently organized speech activities. It is usually built without special training, it is difficult or even impossible to predict its course in the conversational speech [2, c. 339]. We also agree with this point of view.

It is worth mentioning that the methodology of teaching foreign languages requires practical students mastering of the language skills at a level which is sufficient for the implementation of foreign language communication in four types of speech activity: listening, speaking, reading and writing in typical situations. Students’ mastering the foreign language communication involves the formation of a certain level of communicative competence. According to our point of view it is advisable to recognize the logical interpretation of the text in monologue and dialogue forms. These forms are characterized by common regularities of the text formation that determine the nature of any text, but differ from the structure of the underlying speech situation and the arrangement of the text.

In this paper we demonstrate different kinds of work at the lesson of English which help to form developed and linguistically competent personality of a future educator or teacher. The teacher promotes the development of communicative skills of students by making up dialogues on various topics and tasks on the continuation of the ideas. The explanation of proverbs not only helps to develop oral speech of students, but also becomes a tool in the dialogue of cultures and civilizations of the modern world. It should be noted that the statements of wise men make students think and express their own feelings and emotions from heard or read information by using new lexical material. All these tasks contribute to the formation of students’ skills of foreign language communication and they reach the level of communicative competence that would be sufficient to carry out communication in certain spheres of life.

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