Improving the use of Design Thinking Methodology in Teaching English for Specific Purposes (Esp)

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Abstract. *In the methodology of teaching foreign languages, much attention is paid to the problem of using new methods of teaching a foreign language, new technologies, and games in teaching a foreign language. In practical terms, the specifics of the methodology as a pedagogical science are relevant, therefore, the course examines the specifics and organization of the lesson at different levels of learning.*

Keywords. *foreign language, improvement, modern technologies, reader, educator.*

1.   Introduction

A foreign language, unlike many other school subjects, belongs to the number of disciplines that are often studied outside of school, and no educational goals are pursued in its extracurricular study.

The study of foreign languages can pursue scientific and educational, educational and practical goals.

Learning foreign languages can be considered as a goal and a means for mastering scientific knowledge, familiarization with foreign literature, etc.

For scientific purposes, we study a foreign language when it itself serves as the subject of our research or when it is the experimental material on which scientific research is carried out.

In the first case, linguists, philologists, literary critics, etc., are engaged in language in this regard,

in the second - linguists, psychologists and didactics, and linguists in this case even tend to consider language teaching methods as applied linguistics for themselves.

For educational purposes, we study a foreign language to enhance our general education, and in more distant epochs, when many of the modern literary languages were unwritten, some of them. Languages have played the role of a literary language among many peoples. For the Slavs, for example, Old Slavonic was such a language, for the peoples of Western Europe, Latin was such a literary language for a long time.

2. The main results and findings

For educational purposes. The language is studied primarily by secondary school students and partly by students of higher educational institutions.

Learning a foreign language can finally pursue communicative goals in the broadest sense of the word. For this purpose, foreign languages can be studied by all strata of a given society, regardless of their profession. Two different cases should be distinguished here:

1. When a foreign language serves as a means of communication between people of different nationalities;

2. When it serves for communication between persons of the same nationality. The first case, the most common and natural, we constantly observe during oral or written communication of natives, when reading foreign literature, listening to radio broadcasts, etc. Communication between people of the same nationality (the second case) pursued primarily political goals, and often became a simple fashion.

We tend to define the methodology of foreign languages as a science, the subject of which is the content of education and the theory of teaching in. languages. We consider this definition of the methodology to be much more successful than the one given in our essay on the history of the methodology. For greater clarity, we consider it necessary to decipher the concepts of "education" and "training".

In our case, education " should be understood as equipping students with systematic knowledge, skills and abilities in foreign languages, otherwise - the content that we put into this subject, and under education - the process of systematic and consistent communication of knowledge by the teacher and instilling skills and abilities in the field of foreign languages, the process of active and conscious assimilation by students, the process of creating and consolidating in children the qualities that we strive to cultivate in them.

In the methodology of teaching foreign languages, it is necessary to distinguish between a general methodology that sets out the content of education and the principles of teaching common to all foreign languages, and a particular methodology - the theory of teaching one particular foreign language. Since the methodology of foreign languages is a private didactic, the relationship between pedagogy and methodology can be defined as the relationship of the general to the special, private.

Pedagogy as a science deals with the theory of education and training and the content of education. Issues related to education and training in pedagogy are usually allocated to an independent section -didactics. Didactics establishes the general content of learning and those general laws and principles of learning that are more or less inherent in all scientific disciplines, as soon as they become the subject of learning.

Didactics, being a general theory of learning, can be applied in practice only by being embodied in some kind of private didactics or, in other words, the methodology of any particular discipline. The methodology is didactics in action. There is a dialectical connection between didactics and methodology.

Didactics establishes the general laws of learning, using experimental research and generalizations of experience gained as a result of teaching a particular discipline.

The methodology for constructing a particular method is based on didactic data. Although the methodology of foreign languages borrows general didactic principles from pedagogy, however, in the process of its development it can put forward its own principles that are not typical for other methods or dialectics in general.

When teaching in. The language is not supposed to have a special addition of knowledge about the surrounding reality, as is the case when students study other subjects, for example, botany,

chemistry, physics, biology. The study of in. language gives the student the opportunity to master new means of perception and expression of thoughts about objects, phenomena, their connections and relationships. These tools act for him in oral and written forms.

Mastering these forms of communication should be the practical purpose of studying the subject "foreign language".

In teaching in. The topic acts as a regulating language at school, imitating the verbal behavior of the interlocutors. It ensures the interaction of people communicating in terms of content (what to talk about) and minimizes them in terms of expression (how to tell which language tools are available to them). Thus, students must master a foreign language as a means of communication, be able to use it orally and in writing, namely, when understanding speech by ear (listening), in their own statements (speaking) In reading and writing, which is reflected in the in Program. languages as planned outcomes for the course as a whole, by stages and years of study.

Since a foreign language is a mandatory subject of the curriculum, the teacher needs to ensure that the minimum requirements set by the program for the named types and forms of speech communication in classes are met. This is a serious task that he can solve with a clear understanding of what communication on the Internet is. what kind of communication is expected from a student at school and what is expected from studying a foreign language. language students, what they want to learn first.

The study of in. language helps moral education, the purpose of which is to educate the individual.

During the training, the most important moral qualities of a person are nurtured: patriotism, internationalism, and humanism.

The specific content of the education of these moral qualities is embodied in the word-speech constructions perceived and created by students, as well as in the very organization of teaching. Undoubtedly, an important role in the education of schoolchildren by means of in. language belongs to the content of the educational material, texts, exercises, visual and auditory aids used in compulsory course, in elective classes and in extracurricular activities.

Mastering reading in the language being studied has a positive educational effect on students. It forms a student's culture of " reading, the ability to carefully read a word, phrase, sentence, text, master the techniques of linguistic and contextual guessing, without proper development of which it is not possible to learn to read and understand speech by ear.

In teaching in. Labor education in the broadest sense of the word is also carried out in the language, and intellectual work skills are formed. As well as when studying other subjects, students must master the techniques of mental labor, in our case, the ability to work with a textbook, know how it is built, how to work with it; the ability to work with a language workshop, sound recording; the ability to use dictionaries, a grammar reference book, screen aids, visual clarity (all kinds of pictures); the ability to exercise self-control and self-correction. From what has been said about the educational purpose of studying in. It follows that compulsory lessons, extracurricular activities in the form of consultations in extended-day groups, extracurricular activities on the Internet. language can and should ensure the achievement of the main thing, the formation of a socially active personality.

Pedagogically, the word methodology is most often used in 3 meanings:

1) as a theoretical course, as an academic discipline;

2) as a set of forms, methods and techniques of teacher's work, i.e. as a technology of professional practical activity;

3) as a pedagogical science, which, on the one hand, has characteristics inherent in any science in general (theoretical foundation, experimental base, etc.), on the other hand, specific objects of research determined by both the essence of the subject itself and the ways of mastering it.

If we talk about the methodology as a theory of learning in the most general form, then it is impossible not to point out the main components of the educational process, which constitute the totality of objects of study and objects of research, namely: the teaching activity of the teacher, the educational activity of the student and the organization of learning.

The educational process proceeds in such a way that subjective and objective factors are the driving forces in it. Subjective factors include the teacher's learning activities and the student's learning activities. The organization of training in the broad sense of this term refers to the following objective factors: the objectives of training, its content, methods, techniques, as well as learning tools.

Without a clear interaction of all three components, the learning process cannot be effective, and in some cases it becomes impossible.

The methodology can be divided into general and private. The general methodology deals with the study of patterns and features of the process of learning a foreign language, regardless of which foreign language is in question.

Thus, the principles of selection of educational material, the ratio of oral and written speech at various stages of the lesson, ways to intensify the educational process, etc. will be the same in equivalent learning conditions for any of the Western European languages. But knowledge of the general patterns of teaching a foreign language turns out to be insufficient when a teacher is faced with the specific features of a particular foreign language.

Thus, the methods of mastering the continuous verb forms are specific only for the English language, cumbersome word structure models, and declension of nouns and adjectives are characteristic of the German language. Even more significant differences are observed in phonetics. Thus, there is a need to develop a private methodology that explores the teaching of linguistic and speech phenomena that are specific to a particular foreign language.

In recent years, a branch of science called linguodidactics has been studying these issues. In addition, there are experimental methods, methods of applying TSO, historical methods, the purpose of which is to study the emergence and development of various teaching methods.

To achieve these goals, the following are put forward as the main objectives of the theoretical course "Methods of teaching foreign languages".

Future foreign language teachers should:

1) to be able to systematize and compare various methodological approaches to teaching foreign languages in our country and abroad, to know the peculiarities of teaching foreign languages in all levels of continuing education;

2) to know the goals and content of teaching foreign languages, modern methods and technologies of teaching foreign languages, systems and complexes of exercises and methodological techniques for teaching all aspects of the studied foreign language and types of foreign language speech activity;

3) possess the skills of selecting and organizing language and speech material for educational activities and independent work of students, the skills of managing the educational activities of students;

4) be able to use a variety of forms, exercises and teaching techniques in teaching a foreign language, taking into account personality-oriented and differentiated approaches to students, as well as modern social and information technologies of teaching; 5) possess criteria for analyzing and evaluating modern domestic and foreign educational and methodological complexes, have primary experience working with them.

The basic concepts and the connections between them form the structural basis of any scientific discipline. In the methodology of teaching foreign languages, the main basic categories should be considered as the reception, method, and learning system.

Concepts such as the means of teaching, the principle of teaching and the approach to teaching a foreign language also have certain qualities of the basic categories.

A technique is an elementary methodical act aimed at solving a specific task of teaching at a certain stage of practical training, for example, naming subjects from pictures, writing difficult programs on a blackboard, etc. In contrast to reception, the method should be considered as the second, higher step in the hierarchy of basic methodological categories.

The concept of method can be, on the one hand, presented as a generalized model of teaching a foreign language in certain educational situations and for solving a specific task, and on the other hand, in a purely practical sense, as a way of teacher's activity to solve a separate educational task. The method manifests itself precisely when there is a systematic repetition of the same methods and forms of work.

The boundaries of the concepts of "method" and "technique" are extremely mobile and interpenetrable. So, if some particular way of working on language material, for example, commenting on a text, is made the basis of the educational process, then this technique turns into a teaching method.

The most commonly practised methods in the process of teaching a foreign language at school should be considered 1) demonstration, 2) explanation, 3) exercise. Demonstration is understood as showing the functioning of oral and written foreign language speech, as well as the use of verbal visual aids, i.e. tables, paintings, photographs, filmstrips, denotational maps with text in a foreign language.

3.   Conclusion

In connection with the proposed definitions of basic methodological categories, it is necessary to focus on the essence of such widely used terms as "means" and "approach". The next methodological category is the approach. If the method is a tactical model of the learning process, then the approach is considered as a strategy for teaching a foreign language.

The following main approaches can be distinguished in modern methodology.

1. Behavioral, which is based on the relationship of stimulus and reaction. Here, the main task is to form skills through repeated mechanical repetition, and the consciousness of learning, the elements of repetition are relegated to the background.

2. The inductive-conscious approach is based on intensive work on numerous examples, which gradually leads to the mastery of language rules and speech actions, as well as the assimilation of elements of the theory of the studied language.

3. The cognitive approach provides for the primary assimilation of theory in the form of rules of phonetics, grammar, and word usage, and then the transition to practice.

4. The integrated approach is an organic combination of conscious and subconscious components of the learning structure, which manifests itself in parallel mastery of knowledge and speech automatisms.

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