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**CONTEXTUAL APPROACH IN TEACHING ENGLISH TO STUDENTS OF PHIL-
OLOGICAL SPECIALTIES**

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Abstract

The article characterizes the essence of contextual learning and the specifics of its use in the process of teaching English to students of philological specialties. The essence of using the technology of contextual language teaching is revealed, which consists in creating specific pedagogical conditions and adjusting the forms of work with students of philological specialties.

It is noted that the realization of the potential of contextual foreign language teaching is to expand and deepen professional knowledge with the help of a foreign language and to update professional skills. It was emphasized that the contextual approach consists in the implementation of a number of professional and pedagogical functions in the process of teaching a foreign language.

Keywords: contextual approach, contextual learning principles, contextual learning methods, students of philological specialties training, contextual learning implementation.

The theoretical and methodological basis of the study is based on scientific articles on the contextual approach, the principles and methods of which we have applied in the process of training philology students. The theory of contextual learning is studied by Berry B.[1], Carey B.[2], Claxton G.[3], Fadel Ch.[4], Gee J.P.[5], Damon W.[6], Gardner H.[7], Galinsky E.[8], Hirsh-Pasek K.[9], Wagner T.[11] and others.

Scientists pay considerable attention to actualizing the cognitive activity of students of philological specialties. This is facilitated by the methods of modeling a communicative situation, business conversation, public presentation, and the use of information technology in teaching.

It has been found that the realization of the potential opportunities of contextual learning in foreign language learning is to expand and deepen professional knowledge using a foreign language, to actualize professional skills.

The effectiveness of contextual foreign language teaching depends on the following pedagogical conditions:

a) inclusion of thematic sections in the content of the discipline "Foreign Language", the content of which allows the universal competencies development: "Ability to build relationships", "Effective business communication in the context of different cultures and conditions", etc.:

b) systematic use in the process of learning a foreign language of a set of interactive teaching methods and appropriate ways of organizing learning activities: discussions, case studies, role-playing games, projects; frontal, group;

c) creating an educational and developmental environment.

The main principles of contextual learning are:

psychological and pedagogical support for the student's personal involvement in learning activities. It is worth noting that socialization takes place throughout a person's life in interaction with the environment, resulting in the acquisition of social experience, active realization of the individual, changing life circumstances in accordance with his or her tasks. Socialization is carried out through communication, as well as through the identification of a person with society and the separation of the individual in it;

consistent modeling of the holistic content of the forms and conditions of professional activity of specialists in the educational activities of students. In contextual learning, the main thing is not the transfer of information, but the development of students' abilities to competently perform professional functions, solve professional problems and tasks, that is, to master holistic professional activities. In

such conditions, there is a transition from learning to the development of skills to perform professional duties. The student realizes what has been (established models of theory and practice), what is (cognitive activity performed by him/her) and what will be (modeled situations of professional activity). All this motivates cognitive activity, and, as a result, educational information and the learning process itself acquire a personal meaning, information is transformed into personal professional knowledge of the student;

problematic content of learning. The peculiarity of problem-based learning is that students do not have a ready-made theory or a formed vision of the problem. There is no goal to create a specific product and no ready-made solution. All this needs to be formed. In other words, problem-based learning is a more exploratory way of working compared to case studies and even projects. It is not for nothing that it is called the Socratic or heuristic method, exploratory learning, etc. And this is the difficulty and advantage. Problem-based learning is relevant for any subject. Of course, you need to be creative in your preparation and choose not just interesting problems, but those that are relevant to the topics you are working on;

adequacy of the forms of organization of students' learning activities to the goals and content of learning. The form of organization of learning is an external expression of the coordinated activity of the teacher and students, carried out in a certain order and in a certain mode;

the leading role of joint activity, interpersonal interaction and dialogues in the educational process. The teacher's activity is always about communication and interaction with others in the course of performing their own professional functions. The ability to establish productive communication, which involves understanding the communication situation, intentions and motives of communication partners, verbal and non-verbal manifestations of interlocutors, the ability to listen and hear others, to respond adequately and constructively express their own thoughts and emotions - all these are components of the teacher's communication competence, which must be constantly deepened to meet the needs of the time;

pedagogically justified combination of new and traditional pedagogical technologies. Today, interactive learning is another important and newest learning technology. Among modern information technologies, interactive technologies occupy a special place. Speaking of interactive learning as the latest information and communication technology, we should also pay attention to the simultaneous communicative nature of this technology. Communicativeness is the ability to communicate, contact; connection, communication, contacts between someone, something. On this basis, interactive learning is an active form of learning, dialogic learning, learning based on communication between the teacher and students. Recently, however, interactive information technologies have not only involved active communication between teachers and students, but also the use of an interactive whiteboard as a special means of information, which opens up new opportunities for teachers and students to organize feedback. An interactive whiteboard is an entirely new approach to organizing the educational process, which makes it possible to see real objects of the discipline, their changes, and their properties. The use of such a technical capability improves the quality of learning, the presentation of material by traditional teaching methods, which include lecture, explanation, storytelling, and conversation. The success of the latest teaching methods can be achieved through the combination of modern technical teaching tools with traditional ones. However, the use of innovative technologies requires the competence of teachers, the acquisition of practical experience in the field of education;

openness of use for achieving specific learning goals and acceptance of any pedagogical technologies proposed by other theories and approaches;

consideration of cultural, family, national, religious and other learning contexts;

unity of teaching and upbringing Religious and moral values are an extremely sensitive area, as they relate to beliefs and conceptions of the world. These values cannot be approached only from the narrow perspective of including them in the curriculum, nor can they be reduced to mere knowledge transfer, but must be developed gradually, starting with students' awareness and individual learning and ending with a lasting effect. In other words, the acquisition of religious and moral values should be the result of genuine individual experience and skills. The development of religious and

moral beliefs should also be consistent with democratic values in general, namely respect for human rights.

Contextual learning can be implemented through a problem-based lecture, seminar discussion, group practical training, training, special courses, etc.

Some scholars introduce main principles that are considered to be close to life, and namely, teacher's goal is to help, contextual planning when each step should be carefully thought by as students' abilities are limitless, personalization through differentiation, high community expectations, permanent collaboration, freedom of expression, value education, ability to question and think critically, encouraging curiosity, rethinking education and others [1]. The most common forms and methods of teaching are active: case studies, solving professional problems, problem-based methods, business and role-playing games, and other interactive teaching methods.

Contextual learning is a great way to incorporate the specific features of the subject into language learning. The use of this method in language learning promotes a combination of task-oriented and problem-based learning methods, as students are faced with a specific (real) problem that needs to be solved by analyzing the material presented in the language they are learning.

Scientists see contextual education in forming of critical thinking that can come in many different forms from analysis and synthesis, evaluating evidence, taking multiple perspectives to abstract ideas [4].

Thus, contextual learning has been used in the educational process in higher education for a long time, but it still remains an innovative method. The use of contextual learning in language learning has a positive impact on the development of presentation, problem solving and teamwork skills for philological specialties students.

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