

METHODOLOGICAL LITERACY AS A PART OF THE PROFESSIONAL COMPETENCE OF A FOREIGN LANGUAGE TEACHER

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Abstract: *achieving a new quality of education is impossible without increasing the level of professional competence of teachers. Knowledge acquired once in a lifetime at a university can no longer serve as a guarantee of professional success. The teacher's ability to navigate a huge information field, the ability to independently find solutions and successfully implement them, comes to the fore. This article examines the methodological literacy of a foreign language teacher, which manifests itself in the organization of the educational process, the choice of relevant educational and methodological complexes and authentic foreign textbooks. The author of the article focuses on the functions of a foreign language teacher in the classroom and emphasizes the need to master the terminology for teaching a foreign language.*

Keywords: *methodological literacy, foreign language, vocabulary and grammar.*

МЕТОДИЧЕСКАЯ ГРАМОТНОСТЬ КАК ЧАСТЬ ПРОФЕССИОНАЛЬНОЙ КОМПЕТЕНТНОСТИ УЧИТЕЛЯ ИНОСТРАННОГО ЯЗЫКА

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Аннотация: *достижение нового качества образования невозможно без повышения уровня профессиональной компетенции педагогов. Залогом профессионального успеха уже не могут служить полученные один раз в жизни в вузе знания. На первый план выходит способность учителя ориентироваться в огромном информационном поле, умение самостоятельно находить решения и их успешно реализовывать. В статье рассматривается методическая грамотность учителя иностранного языка, которая проявляется, в частности в организации образовательного процесса, выборе актуальных учебно-методических комплексов и аутентичных зарубежных пособий. Автор статьи акцентирует внимание на функциях учителя иностранного языка на уроке и подчеркивает о необходимости владения терминологией по методике преподавания иностранного языка.*

Ключевые слова: *методическая грамотность, иностранный язык, лексика и грамматика.*

The history of teaching foreign languages methodology abroad and in our country, the emergence of new teaching methods in modern schools are closely related to new trends in linguistics, psychology and pedagogy. Consideration of the methodology of teaching foreign languages as a pedagogical science would be incomplete if we did not reveal the question of the main object of this science - the subject "Foreign language". The principal difference between a language group of subjects and other subjects is that language knowledge is not important in itself, but only as a means of forming the ability to receive or communicate information through the language being studied. Native and foreign languages as academic subjects differ from other academic disciplines (basic sciences) not only their purposes to form communication skills. First of all, they act as a goal and as a learning tool [1].

Let us proceed to the consideration of those issues that are included in minimum set of professional competence of a foreign language teacher. Only a methodologically competent teacher can choose the right textbook that best suits his students. So, the choice of curriculum is the first and important step in further successful training. Nowadays, it is customary to talk not so much about a textbook as curriculum, and sometimes a complex. Let's try to figure it out. Curriculum is a minimal set, which, as a rule, includes a textbook, workbook, teacher's book and audio medium (disk). Curriculum is much broader in content. Consequently, in addition to the above, the complex may include multimedia products, Internet resources, books for reading, etc. When making a choice of a textbook, a teacher should pay attention to consistency and complexity. Consistency should be understood as the continuity of the use of a certain methodological system at the levels of education (primary, basic, secondary). The teacher should not forget also that the textbook or book for the student is the core of all teaching aids. The complexity of modern curriculum implies the maximum possible filling of the set with the additional sources to fulfill the subject content of the main educational program. Taking into account the level of training and the peculiarities of the stage of education, a

methodologically competent teacher of a foreign language will choose for a textbook that will contain communicative material close to life's realities. It is especially important to pay attention, giving preference to one or another textbook, whether it contains exercises with foreign language phenomena that are absent in the native language or significantly different from the corresponding phenomena of the native language and can cause interlinguistic interference. You should also take into account the scientific nature of the content of the textbook, the selection of educational material for receptive and active assimilation, the speech orientation of tasks, the concentric and cyclical arrangement of educational materials. Exercises with all types of speech activity (listening, speaking, reading and writing), as well as aspects of the language (vocabulary and grammar) must be presented in the curriculum on a foreign language. A properly methodically oriented foreign language teacher will certainly introduce additional educational sources into the educational process. These include, first of all, textbooks of foreign publishing houses. These manuals are necessary for high-quality teaching of foreign language speech, and moreover, they are authentic. With the help of authentic materials, the teacher recreates the conditions of the language environment and real communication situations typical for a native speaker. By the way, the degree of authenticity of educational materials is a serious methodological problem. The use of authentic materials in the context of teaching foreign languages outside the linguistic environment is limited by the level of language proficiency of the students and the serious difficulties of the socio-cultural plan that students experience when working with them. Many phenomena of a sociocultural nature require additional explanation and interpretation. Unfortunately, the teacher of a foreign language does not always take into account the socio-cultural characteristics of authentic materials, which leads to the fact that students cannot cope with texts and communicative tasks in speech situations. The use of authentic materials in a foreign language lesson is necessary, but teachers must always be aware of the difficulties students face in working with them. When choosing curriculum, a foreign language teacher should remember the age of the learners and the degree of their motivation. The selection of scholarly manuals must be carried out taking into account a number of indicators, such as the goals and objectives of training, what methods and principles were laid down by the authors of these manuals. The next indicator of the methodological literacy of a foreign language teacher is the teacher's function in the classroom.

Function means the circle of activity of a foreign language teacher, his responsibilities and the role he assumes in the process of implementing pedagogical activity in the classroom. The following functions of a teacher are known in the domestic method: communicative-educational, controlling, gnostic, educating and developing [2].

Let us turn to one more component of the teacher's methodological literacy, which is "the degree of speech adaptability." The degree of speech adaptability of a teacher is a serious methodological problem. The speech adaptability of a teacher is expressed in the presence of such characteristic features as under-speed, frequent repetitions, long pauses, exaggerated pronunciation of certain words and phrases, use of simpler grammatical forms (short sentences, absence of complex syntactic constructions, etc.) and careful selection of vocabulary [3].

This article, of course, does not cover all the methodological problems of a foreign language teacher, and we did not set such a goal. They touched upon only the main, in our opinion, significant methodological issues of foreign language education.

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