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BASIC STREAMLINES AND STRATEGIES AIMED AT FOREIGN LANGUAGES TEACHING

Abstract: *The given article dwells on the issues concerned with basic streamlines and strategies aimed at foreign languages teaching and communicative competence of students of foreign languages faculties. It is noted that the theme under study is considered to be as a multilateral process irrespectively both on lecturer and student motivating to recognize material. It is proven that the implementation of teaching principles of the educational process establishes diverse approaches to metacognitive attitudes of society historically.*

Into the bargain, basic streamlines and strategies aimed at the implementation of the former in question is a crucial factor in reference to the creation of a full-fledged productive environment.

It is determined that the system of performance of measure and methods of pedagogical consciences realization based on the conducted professional activity occupies the main role in manifestation and enactment of both inner and outward tendencies, on the whole.

Key words: *principles, methods of teaching, educational process, directions and strategies of foreign language teaching, full-fledged productive environment.*

Language: English

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Introduction

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It is well-grounded that the topic and issue dealing with younger generation training and education is considered to be one of the most

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fundamental ones under the conditions of contemporary communities. Permanently, under enlighteners` and thinkers` angle the issues beset with straightforward directions and approaches to foreign languages teaching and students` communicative competence wrote and published a series writings and inscriptions associated with the theme of the corpus of our study, the young generation remains a care of great prospective and connotation in any society. Luckily, Tajikistan Republic Government focused on and paid special attention to the issue under discussion. Of course, the message of the Founder of Peace and the National Unity – the Leader of Nation, the President of the Republic of Tajikistan, his majesty Emomali Rahmon to the Supreme Council approved on January 26, 2021 is devoted to the national programmer “On Foreign Languages Teaching, including Russian and English” [23, 85-88].

It is worth stressing that the core mission of the higher educational system of our country lies in the materialization of a specialist`s creative personality which requires a number of learners, pupils, students, master`s degree students with the high-quality and proficient in the field of education and innovation.

It reference to it, the targeted vocation and profession acquired and the quality of functions must-possessing for experts and specialist of the relevant sphere mastered with essential understanding, proficient talents and aptitudes both theoretically and practically. Relying on the results obtained and strongly inferences made, done and conducted a large considerable numbers of researches beset with the theme explored, we decided to get rid of repetition of certain statements and opinions expressed to solve the solution of the issues encountered with the former in question in collective accomplishments [1; 2; 3; 4; 5].

Precisely, the relevant educational components and devices are designed on the premise of students` independent assignments assuming the thoroughgoing individual works of each student being considered to as a means of creative distinctiveness enlargement. “Of abundant importance in the SEP (the system of educational process) while learning the targeted language hold with resorting to a variety of Internet resources facilitating all consultation applicants to chat engraved mails (i.e. to advance students` writing skills) synchronously” [6].

The object of the article under consideration is to canvass the issues concerned with principal directions and strategies towards foreign languages teaching and students` communicative competence who study attached to the FLF (foreign languages faculties) at the socio-intercultural communicational level under the auspices of HEE (higher educational establishments).

The aims of our exploration are:

to dwell on the issues associated with principal directions and strategies towards foreign languages

teaching and students` communicative competence based on credit system tuition;

to carry out the forms in question under the conditions of educational process attached to universities;

to canvass certain importance and to determine series of perspectives of the former in question theoretically and practically.

The main part

Initially, the majority of scholars in pedagogical studies underscored that the individual-oriented slants were considered to be as the key ones while they confirmed the English as a foreign language occupying the main role into the improvement of learners` all skills and abilities in order to master with their targeted languages smoothly. Additionally, there are certain grounds, streamlines and strategies of FLT aimed at the elevation of its effectiveness based on the variety of approaches to its methods of teaching.

Ya.K. Konrad believes that FLT`s strategies do not single out the educational process into separated traits while they consigned the system of educational surroundings controlling and generated a positive condition in order to prevent an arrival of a native speaker of the targeted language. It is worth stressing that socio-psychological streamlines and strategies are considered to be the educational process implementation. Since CC is a vital goalmouth aimed at FLT and being the principal student`s communicative competence creating an appropriate milieu for communication at classes [10].

Discussion

Strategies aimed at FLT (foreign languages teaching)

It is common-knowledge that social strategies aimed at the formation of affective methods of teaching being a key factor of the creation of a full-fledged productive milieu for FLT. Ya.K. Konrad cited the statements and information on three main sub-groups of such socio-affective strategies [18, p.38].

The first group shadows the purpose of active communicative orientation formation while teaching FL. There are two main aspects of FLT, including reading and listening ones which embroil an approachable mode of assignments. Namely, in the relevant stage of strategy of FLT learners, pupils and students identify the facts by virtue of reading different topics, essays and texts or by dint of doing series of drills comprehensively.

First of all, students learn how to ask questions and sufficiently reply them and to accomplish series of the given exercise aimed at gaining the ultimate effects and results based on the level of knowing the targeted languages.

The second group shadows the aim of the creation of auspicious milieu for such social

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arrangement of occupation as partnerships gradually. It is worth stating that students' ability to find contact with other people in any situation being compulsory for the accomplishment of participation in our society, regardless either native speakers or foreigners. However, the relevant skill involves careful realization. In a situation with a foreign language the training of communication skills is complicated both by language itself and by general preparation of participants.

Hereby, one can assert that psychologists speak in such cases to need the formation of a team center, not only about a group as a mostly chaotic collection, those ones who can work together allotting the load and responsibility for its implementation among all team members.

The third group shadows a team attached by mutual ends and intentions, so that the fear of making a mistake in the presence of other people does not arise, for the first time. The former in question generates prerequisites for stereotyped formation which subconsciously transferred from the simulated educational situations to all representatives of the target language culture [24; 25; 26; 27; 28; 29].

Students' CC (communicative competence) who study at the faculties of foreign languages

As far as we are concerned the fact that the English future teacher's communicative culture is considered to be as a multi-dimensional and multi-modal notion being the system replicating both its internal and external provisions and manifestations of individuality in our society.

Hereby, we can reveal CC as a system substituting in the formation of measure and method of tutorial consciences designed on the premise of professional activity. At the same time, a particular vocational activity is to notice itself as a unity of consideration, manifestation and enactment of both inner and outer trends in each person lifestyle and life depiction.

A modern lecturer is not only a teacher, but a communicative leader in educational and extracurricular activities either, who has universal competencies. In foreign educational institutions, when certifying teachers, which are considered to be as one of the forms of assessing professional competence, the experience of working with teachers is taken into account. Parents and cooperation with colleagues, representatives of various communities, the ability to model the cultural-educational interplanetary conduct educational activities.

It should be underscored that one of the most central modules of academic tutelage lies in the development of TCC. According to a number of scientists' statements and opinions such kinds of component is considered to be as a vital and compulsory part of its broad-spectrum, racial and proficient one. The formation of a future teacher's professional qualities who acted as an effective

accomplice in intercultural communication possesses the basic prominence of a new methods of teaching FL aimed at students' communicative competence [7; 8; 9].

Sufficiently, students' communicative competence of professional and vocational higher establishments designed on the premise of the higher level and releases scenes and visions targeted at further scholastic and didactic accomplishments and reveals the entire knowledge and experience in the sphere of professional one and the enactment of trade and vocational contacts in a multilingual circle determines future teachers' enthusiasm to master with the above-mentioned events. In the course of reconsidering the target settings to prepare pedagogical staff. Seemingly, the issue in question obtains a practice-oriented attractiveness.

Moreover, an invariable approach towards the sustaining agreement under the conditions of modern vocational pedagogical preparation of students follows the practical aspect and background at the arena of bilingual-educational milieu aimed at both communicative and verbal competence strains the remarkable germaneness, upon the whole [11; 12].

CC is familiarized into the social competence structure as one of the crucial mechanisms concerned with the following CC, such as: operational, social, verbal, psychological, orientational, interpersonal ones etc.

V.N. Kunitsina asserts that the unity of VCC (verbal communicative competence) in terms of practical demonstration outlines the relevance of testimonials taking into account the context and subtext of accounts and the deficiency of hitches in both oral and written speech. In fact, CC uses the unpredictability of elucidation of data, good orientation in the sphere of stereotypes and prototypes, the diversity of significances of the relevant notions from the viewpoints of representational figure of speech [10].

Proceeding from the assumption of the relevant points aimed at the formation of essential constituents of CC of future foreign language teachers ought to be offered its enactment at the arena of bilingual educational milieu:

- to manifest CI (communicative ideal);
- to systemize CNR (communicative norms and rules);
- to take into consideration students' singular individualities;
- to check students' knowledge and communicational skills.

Thus, the unity of all the above-mentioned components of teachers' CC had better withdraws him/her up-and-coming proficient undertakings while preparing, educating and improving students' communicative competence.

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The Results Obtained and Conclusion

Adding the results of the conducted analysis beset with the theme explored one can come to the conclusion that the consideration and study of strategies aimed at FLT (foreign languages teaching) and students` CC (communicative competence) who study at the faculties of foreign languages is

considered to be one of the actual and urgent topics of modern world. It is possible to realize about all metacognitive strategies without singling out a detailed lesson into unglued facets which purposefully manage the educational circle by dint of a positive experience preventing the native speaker.

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