WAYS OF DEVELOPING COMMUNICATIVE SKILLS IN THE LANGUAGE ENVIRONMENT OF A FOREIGN LANGUAGE LESSON

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Abstract
The article substantiates the need to create a language environment for the development of foreign language communicative skills of students, considers the structure and essence of the language environment, features of the communicative development of middle-aged schoolchildren, ways of developing communicative skills of students in the language environment of a foreign language lesson.

Keywords: a foreign language, communicative skills, natural environment, native speakers.

Introduction
The main purpose of a foreign language is the formation of communicative competence, i.e. ability and willingness to carry out foreign language interpersonal and intercultural communication with native speakers. Currently, the status of a foreign language as a means of communication and mutual understanding becomes more important as a result of certain factors characteristic of modern society:
- Expansion of economic, political, cultural ties between countries;
- Access to experience and knowledge in the world, great information wealth, including as a result of the development of international funds mass communication;
- Labor migration;
Interstate integration into the field of education and, consequently, the possibility of quality education at home and abroad (in practice, we can say that learning a foreign language at the proper level is an indicator of modern education) [1;]. Hence, knowledge of a foreign language is of great relevance and becomes a necessary part in modern society personal and professional life of a person. Society always needs people who can practically speak a foreign language. All this as a whole creates a need for new forms and models of teaching a foreign language as a subject.
One of these forms is communicative - oriented teaching of a foreign language, which has a speech orientation and is based on situational awareness in the selection of language material and use of authentic funds. The main condition of communication-oriented learning is a language environment in which the principles of authenticity in teaching a foreign language are implemented (usage authentic educational benefits,

audiovisual materials; arrangement of classrooms as educational institutions in countries of the target language; availability of authentic magazines, newspapers, items everyday life, technical means and the media, etc.) [2], [3]. The language environment includes such components as social order, social environment, subject-spatial environment, subjects of the educational process, a technological component [4; 58], which allow to create conditions for schoolchildren for implementation of interpersonal communication and knowledge of a foreign language culture, close to real, as a result of which there is a development minimum communicative competence of students.

The educational process is considered by many scientists as a system that "is a specially organized interaction teachers and pupils (pedagogical interaction) on the content of education using teaching and upbringing means (pedagogical means) in order to solve educational problems aimed to meet the needs of both society and the personality itself in its development and self-development" [5;59]. Based on the definition, we can consider that learning is part of education (educational process). The structure of the educational process includes the following components:

-Target (strategic and tactical goals and objectives);

-Substantial (a set of formed knowledge, abilities, skills, attitudes, value orientations, experience of creative activity);

-Active (methods and techniques for mastering the content);

-Effective (results achieved);

-Resource (conditions for the course and ensuring the effectiveness of the pedagogical process) [6;60].

Despite its unusually wide use, the concept of "environment" does not have a clear and unambiguous definition in the world of science. In general, the sense of "environment" is understood as the environment. According to the "Psychological and Pedagogical vocabulary for teachers and leader's educational institutions ", the environment is" a set of conditions surrounding a person and interacting with him as with an organism and personality. Distinguish between internal and external environment"[7;59]. From our point of view, in this definition no differentiation spatial and subject component, who also interact with a person, while the environment can be as natural, and be created artificially. G.M. Kodzhaspirova, A.Yu. Kojaspirov consider the pedagogical environment and the environment of education [8;225].

Along with the term "environment", a number of other terms are also actively used, such as "human environment", "human environment", "human environment", "environment", "living environment", "linguistic environment", "human

environment" etc. Most often under the human environment implies, in one way or another, the totality conditions and influences surrounding a person. In practice, when they talk about the "educational environment", then, as D.N. Kavtaradze, under this usually understand "the social - psychological, physical environment of a school, house, street, etc., in which the life of a student and a teacher passes." The concept of "educational environment" acts as generic for concepts such as "school environment", "family environment", etc. At the present stage of development of education in foreign didactics, all the term "environment-oriented learning" is more often used:

- learning through a special educational environment as a set of systemic formative influences of the subject, social and information environments. As S.F. Sergeev, all social environments have some educational effect. Educational properties of the environment - its integral effects arising in the system "environment - subject". They are expressed in the emergence of new adaptive qualities in the psychophysiological system of a person, allowing him to navigate in new conditions and tasks and more effectively solve old ones [9;1618]. So, it is presented methodically perspective understanding of the educational environment as a system of influences and conditions of formation personality, as well as opportunities for its development contained in the social and spatial - objective environment. Basic practical tasks solved within the framework of the oriented learning:

-Constructing a variety of learning environments;

- Determination of their general and local training effect and its increase;

-Analysis of the influence of the environment on subsequent behavior, on development subject.

They refer to the physical environment: the architecture of the school, the degree of openness - the closedness of the structures of the intra-school design, size and spatial structure classrooms and other premises, the ease of their spatial transformation with the arisen necessity, the possibility and breadth of spatial movements of students in them, etc. Human factors include: degree crowding of students (crowding) and its impact on social behavior, personality traits and academic performance of students, change in personal and interpersonal space depending on the conditions of a particular school organization, distribution of statuses and roles, gender, age and national characteristics of students and teachers, etc. Finally, the training program includes factors such as structure students' activities, teaching style and nature of control, cooperative or competitive forms of education, content training programs (their tradition, conservatism or flexibility), etc. [23; p.185]. Since the educational process in a foreign language is carried out outside the natural language environment, then for a successful assimilation of educational material by students, it is necessary

to create a foreign language communicative environment at school. By it we mean an educational process organized in a special way in a school environment, which ensures a level of proficiency in a foreign language, sufficient for intercultural and interpersonal communication. The creation of a foreign language communicative environment is provided by:

-Uniform approaches to the content of education;

-Scientific and methodological support of the educational process (a unified program and teaching materials, allowing to ensure the continuity educational process, availability of a bank of authentic materials);

-the availability of highly qualified foreign teachers languages that implement in practice personality-oriented, active, communicative-cognitive, sociocultural approaches and using interactive technologies (project method, communicative teaching of foreign language culture (E.I. Passov), learning in cooperation, game technology, problem education, health-preserving technologies, informational communication technologies) - taking into account the psychological and age characteristics of students;

-Integration of a foreign language with other subjects;

-Providing opportunities for intercultural communication with by native speakers of a foreign language;

-Unity goals in organization lesson and extracurricular activities; modernization of forms of extracurricular activities [11;91]. With our points vision most optimal for our research is the definition of the educational environment V.A. Yasvin: "By the educational environment (or educational environment) we mean a system of influences and conditions for the formation of a personality according to a given pattern, and also the opportunities for its development contained in the social and spatially objective environment"[24; p.248]. According to this definition, the following components of the language environment can be distinguished: 1. Social order is the goals of education and upbringing, which currently correspond to the personality-oriented and culturological approaches. They are realized through communication with carriers of a foreign language culture, which can be both organized and spontaneous, or through the use of social networks, correspondence by E-mail, etc. The main function is the function of disciplinary training (teaching, education), which involves the translation of social experience, cultural genesis of the personality in the mode of communication "teacher - student" within the framework of training sessions. The learning process in a modern educational institution is the teaching of academic disciplines aimed at mastering by students cognitive (sign-communicative, logical, normative-evaluative, etc.) and conative (emotionally

reactive, subject-operational, adaptive, constructive, etc.)) actions. The various aspects of this process are as follows:

• Formation of the culture of students, their knowledge, skills, abilities;

• Disclosure of certain abilities, inclinations, creative potential of students;

• Adaptation of students' behavior to the social environment, etc. [17; p.126].

1. The social environment is teachers, peers, parents, etc. The social component of the educational environment is associated with the characteristics of the social organization of the environment (macroconditions), with the age, sex, ethnic characteristics of the learners and those with whom they communicate (microconditions). The "spirit" of educational institutions is also associated with this definition, i.e. socio-psychological environment, attitude of the teaching staff and students.

2. The subject-spatial environment determines the form of the physical environment in which students and teachers work. Two components can be distinguished here: the space that the teacher has chosen for the lesson (most often it is an office) and the subject environment, which includes teaching aids (including technical (TCO)). Speaking about the subject component of the spatially subject sphere, it should be remembered that teaching aids in the broad sense of the word (board, textbook, projector, computers, audio and video equipment, interactive whiteboards) should be used in accordance with their functions.

3. The subjects of the educational process are represented, first of all, by students and teachers. Educational activities organized and controlled by the teacher should be organized in a language environment, in accordance with the curriculum and the Federal State Educational Standard, the teacher's speech should be in a foreign language and minimized.

4. When designing a technology component, consider the following:

- the ratio of educational, communicative, authentic tasks; the degree of their semantic significance and problematicity;

- the degree of expected independence of students when performing tasks (at the level of choosing the sequence, completeness, depth, form of assignments; interpretation of various meanings, report forms, etc.);

-forms of organization of independent educational activities of students;

-percentage of mono- and polyfunctional, mono- and multilevel tasks;

- the possibility of using various forms when working with the same exercise (frontal, group, pair, individual) [19; p.44] (Appendix 1).

Thus, with the help of the components of the language environment (social order, social environment, subject-spatial environment, technological component and

subjects of the educational process), conditions are created for schoolchildren for the implementation of interpersonal communication and knowledge of a foreign language culture, for overcoming cultural prejudices and prejudices, for the development of minimal communicative competence of students.

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