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## METHODOLOGY FOR FORMING PROBABLE APPROACH OF STUDENTS TO SCIENTIFIC COGNITION

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*The authors of the article present several methodological tools that contribute to the development of a probabilistic approach to scientific knowledge among students of technical and economic profiles for training bachelors. The authors propose to re-emphasize the development of probabilistic disciplines by students with an emphasis on the variability and analysis of probabilistic models of the phenomena of the surrounding world. The theoretical provisions are illustrated by the example of solving the problem of choice based on the classical definition of probability.*

**Key words:** probabilistic approach to cognition, training bachelors, teaching mathematics, probability theory, probabilistic models.

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## PSYCHO-SAVING TECHNOLOGIES FOR TEACHING ORAL AND WRITTEN COMMUNICATION IN A FOREIGN LANGUAGE IN TOURISM UNIVERSITIES

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*This article examines the psycho-saving technologies of teaching oral and written communication in a foreign language in tourism universities according to the development of society and the requirements of the curriculum university. The theoretical aspect of teaching oral and written English speech in the specialty is considered.*

**Key words:** communication features, means of expression, system of exercises, dosage of difficulties, visualization, speech skills.

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Today, we can state the aggravation of the contradiction in educational practice between the socially determined need for students to achieve the required level of education, provided for by the requirements of the State Educational Standard, and the established approaches to the implementation of the educational process by increasing educational loads, leading to overwork and constituting a threat to students' mental and physical health.

It should be noted that psycho-saving technologies for organizing the learning process are aimed at creating an atmosphere of comfort, benevolence and mutual understanding between the teacher and students in the educational process and at avoiding overloading and overworking students.

The effectiveness of the psycho-saving technologies implementation for teaching foreign languages to students of a high school can be significantly increased if:

- the educational process is designed taking into account the age and individual characteristics of the students psyche to create the best mode for the development of mental activity and independence of students;

- technological strategy of professional training of students provides the creation of psycho-hygienic conditions for organizing the educational process, providing them with ample opportunities for independent in-depth professional training;

- psycho-saving technologies include monitoring the quality of education using modern computer technology.

Psycho-saving technologies of teaching a foreign language mean a set of the most rational techniques and methods of labor scientific organization, ensuring not only the preservation of the mental health of students, but also the high efficiency of the educational process, in which at least three requirements are met:

- taking into account the individual characteristics of the student, his temper, the nature of his educational material perception, the type of memory, etc.;

- ensuring the moral and psychological climate in the team, maintaining and strengthening the mental health of students;

- avoidance of excessive intellectual, emotional, nervous stress [1; 7].

Psycho-saving technologies of teaching a foreign language are a complex, systemic object of research, the components of which are communicative, game, design, audiovisual and computer technologies of psycho-saving orientation, with the goal of optimizing mental and mental stress on students, taking into account their psychophysiological characteristics [4].

Psycho-saving technologies of a foreign language training allow teaching a non-native language from the very beginning as a means of communication, organically combining the communicative method with the conscious systematization of linguistic phenomena of all levels (phonetic, lexical, grammatical, stylistic), organize communication on the basis of a joint – game, project, problem-search, cognitive and creative activities of students; to form students' holistic attitude to language, revealing it as a reflection of national and universal culture, as a phenomenon of civilization and as a means of interethnic understanding; develop the independence of students, which, in turn, contributes to the formation of their creative activity, self-control and adequate self-esteem; to provide a deep study of the material with an optimal expenditure of time and effort for both the teacher and the students, ensuring the educational process taking into account their individual psychophysiological and personal characteristics, as well as the specifics of the each student psyche [8].

When teaching a foreign language, a teacher needs to solve several problems simultaneously. On the one hand, he presents educational information, which in our case is linguistic (phonetic, lexical, grammatical and stylistic) material, and on the other hand, he needs to create comfortable learning conditions, taking into account the individual characteristics of students and their foreign language abilities in order not to only to facilitate their educational process as much as possible from a psychological point of view, but also to individualize the learning process [3].

When considering foreign language abilities, it is necessary to distinguish between language and speech abilities. Linguistic abilities include phonetic, lexical, grammatical, stylistic, and

speech abilities for speaking, listening, reading and writing [4].

Language abilities are realized at the level of assimilation of language information and at the level of the language skills formation that form the basis of speech skills. Foreign language abilities are revealed in the creative use of language material in the development of foreign language skills in the process of forming and formulating one's own thoughts or the perception of another person's thoughts, made by him in oral or written form.

In terms of phonetic abilities, students differ from each other in the phonemic and articulatory sensitivity necessary for mastering pronunciation, on which the correct imitation of the foreign language sounds depends when the student achieves the necessary correlation of the speech organs movements during the pronunciation of foreign words and phrases.

Listening to a foreign language speech depends on the phonemic abilities of students, providing motor control of the meaningful function of sounds, as well as the ability to differentiate perception of intonational features of foreign language speech and correct reproduction of its melody [2; 5].

Phonetic abilities help not only to form the skill of correct reproduction of foreign language sounds, words, phrases, etc., they also affect the speed and accuracy of distinguishing words in the speech stream.

Lexical abilities predetermine the skills: to distinguish and learn different meanings of the same word, related and same-root words; guess the meaning of unfamiliar words in a specific situation or context, the meaning of which can be guessed from the meaning of previous or subsequent words and phrases (guess from the situation); quickly extract words from memory to formulate your thoughts [6].

Lexical abilities are based on verbal memory, which determines the speed and strength of memorizing various words and phrases of a for-

foreign language, recognizing the etymological structure of words.

Grammatical abilities determine the success of the formation of formulating thoughts skill, which is based on the logic and structure of a foreign language, the ability to grammatically correct words and combine them into semantic complexes.

Stylistic abilities help students not only to generalize phonetic, lexical and grammatical material, but also to systematize it. On the basis of these abilities, the student's own speech creation becomes possible in various conditions of linguistic communication, in different types and writing genres, in various spheres of everyday life.

Communication skills are based on the ability to think in a foreign language and depend on the ability to verbally formulate their thoughts by means of a foreign language. They develop in a person throughout life and are associated with his thinking and mental activity. Speech skills of the native and foreign languages depend on speech abilities and on the formation of language skills, through which thoughts are formed by means of any language.

Among the speech abilities, the abilities of oral speech differ: listening and speaking, the ability of writing: reading and writing. Listening and reading are receptive, while speaking and writing are productive abilities.

Listening abilities include the perception and understanding of foreign language speech by ear, keeping what was heard in memory, predicting the further course of the interlocutor thought and its verbal design. Listening abilities affect the formation of the skill of the auditory perception, visual and motor image; understanding, reproduction of meaning; retention of what was heard in the memory; predicting the subsequent utterance.

The use of these technologies ensures not only the preservation of students' the mental health, but also the high efficiency of the educational process aimed at their development.

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## ПСИХОСБЕРЕГАЮЩИЕ ТЕХНОЛОГИИ ОБУЧЕНИЯ УСТНОМУ И ПИСЬМЕННОМУ ОБЩЕНИЮ НА ИНОСТРАННОМ ЯЗЫКЕ В ВУЗАХ ТУРИСТИЧЕСКОЙ НАПРАВЛЕННОСТИ

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*Данная статья рассматривает психосберегающие технологии обучения устному и письменному общению на иностранном языке в вузах туристической направленности в соответствии с развитием общества и требованиями учебной программы вуза. Рассматривается теоретический аспект обучения английской устной и письменной речи по специальности.*

**Ключевые слова:** коммуникативные особенности, средства выражения, система упражнений, дозировка трудностей, наглядность, речевые навыки.

## ЛИНГВОКРАЕВЕДЧЕСКИЙ ПОДХОД В ПРЕПОДАВАНИИ УЧЕБНОГО ПРЕДМЕТА «РУССКИЙ РОДНОЙ ЯЗЫК» В ШКОЛЕ

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*В статье рассматривается лингвокраеведческий подход как методологическая и практическая база преподавания учебного предмета «Русский родной язык» в школе. Определяются объекты лингвокраеведческой работы; виды учебной деятельности, средства, формы и методы реализации лингвокраеведческого подхода. Автор акцентирует внимание на использовании регионального культурно-языкового материала в школе как источника для формирования лингвокраеведческой/лингвокультурной компетенции учащихся.*

**Ключевые слова:** лингвокраеведение, лингвокраеведческий подход, лингвокраеведческая компетенция, учебный предмет «Русский родной язык», региональный культурно-языковой материал.

**В** настоящее время введение в школьную образовательную программу нового учебного предмета «Русский родной язык» требует от педагогов осмысления и разработки концептуальных основ его преподавания. В первую очередь это относится к первому, лингвокультурологическому, блоку, формирующему знания о языке как живом, развивающемся явлении и раскрывающему

многоаспектные связи языка и культуры.

Реализация программы «Русский родной язык» осуществляется главным образом через целенаправленное включение языкового материала — лексико-фразеологических и других единиц, выражающих особенности национальной культуры. Поскольку программой предусматривается расширение и углубление межпредметного взаимодействия