

practical situations is arranged in natural or artificial speech situations. As you know, artificially created speech does not encourage the student to study it because of the incompatibility with the surrounding environment. For instance, the teacher told one reader: "You are in the shop. Ask yourself, "Ask a questionnaire about how much money a pair of books and two pens are for sale, and give the second reader the answer as a seller", this artificially created speech. If the reader is forced to ask the seller to speak French in the face of the necessities of life, this is naturally created speech. Taking this into account, the students will be able to present their samples of conversations that are appropriate in their own situations, such as acquaintance, comment, rejection, question support, question-and-answer issues in school, street, shop, learn how to apply them in practice [1-4].

Teaching process consists of a teacher's various teaching methods, teaching tools, and learning activities. Teacher's instructor and his students are divided into several types of studies. The pupil explains, demonstrates, and teaches the student's skills and abilities by using different methods and tools that in practice teach how to use the oral speech, such a teacher's teaching activity. In addition, there is an activity that encourages and supervises the teacher's teaching activities, and can be regarded as a teacher's workmanship. Such a pre-planned activity of the teacher will be reflected in the use of different methods, methods and inputs.

#### References

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**Zh.N. Shmeleva**

Candidate of science in philosophy  
associate Professor of Business Foreign language Department  
Krasnoyarsk state agrarian university  
Krasnoyarsk, Russia

### **DEVELOPING STUDENTS' POTENTIAL BY MEANS OF THE FOREIGN LANGUAGE LEARNING IN KRASNOYARSK SAU**

Due to the implementation of the Bologna Declaration provisions, the realization of the ENQA standards in higher education, the necessity to apply the student-centered approach has become a real imperative for the university teachers. Nowadays, the training of any university student in a foreign language involves education in its broad sense. The emphasis is placed on the student but not on the teacher. The employers nowadays look not only at the professional competencies of the graduates but also on their speaking and writing abilities, communicative skills, the ability to be com-

fortable with being uncomfortable and creativity. The specificity of the foreign language training is the re-evaluation of the discipline "Foreign language". It occupies a specific place in the multilevel educational system, as it plays the role of not only the subject, but also the means of forming the spiritual potential of the students' personality. The Institute of International management and education of Krasnoyarsk SAU can be described as a unique one as it has the increased number of learning hours for the foreign language. According to the standard, students usually have 9 credits for the foreign language, whereas in our Institute the students learn the language for 4 years and have 38 credits in the Bachelor course. So, we have a greater possibility to develop the students' potential by means of the foreign language learning [1].

The creation of the adequate learning environment in the university, for the graduate to successfully compete on the world market, becomes the direction of the teacher's activity that relates to the identification and development of students' potential abilities. The aim of the article is to discuss one of the important pedagogical problems - the systematic work of the teacher in order to create the inner emotional world of the student's personality, the development of his talent through the subject "Foreign language". The problem seems to be relevant as the issues of spiritual growth, self-confidence, self-esteem of the student play a huge role in his future life. The main purpose of the foreign language training in the non-linguistic university is the formation of students' communicative competence, that allows to use the language skills in professional activities and for self-education. We can identify three basic components in the structure of this purpose: communicative, professional, personal. The first component is related to the foreign language communicative competence that provides the ability to solve communication problems by means of the foreign language. The second component is the ability and willingness of the student to use the language in professional activities. The latter - spiritual education and self-education includes the formation of the student's general cultural status. In this context, it is possible to consider foreign languages as a means of searching and mastering foreign language experience, with the help of which it is possible to further develop the potential of the student's personality.

The Institute of International management and education has a successful experience on the student-centered standard introduction into the foreign language learning. So, let's consider how this ENQA standard is implemented. We see that student-centered education significantly increases motivation, self-reflection and involvement of students in the educational process. In order to implement this principle, teachers and staff the institute, first of all, show respect and attention to students and their needs. In the first and second year, each group is mandatory assigned a supervisor who monitors attendance, goes to the hostels where students live, and contacts with their parents in case of problems. In addition, due to the large number of hours devoted to the study of a foreign language, students see teachers of the Department of Business foreign language almost every day and can contact them with questions that help socialization and adaptation of students. Secondly, the IIME teachers use different forms of teaching and apply a variety of pedagogical methods with considerable flexibility. For example, the communicative technique, project methods, case-study. Thirdly, teachers provide regular feedback to students and their parents about the methods of assessing the students' progress. IIME developed guidelines for students, where any student can get all the necessary information on the educational process, starting from the contacts of responsible people in the University, finishing with the curricula for the entire period of study. In the first lesson, students get clear explanation about the principles of the modular rating system, the principles of

scoring, the number of points required to obtain a positive assessment, as well as the content of tasks and the type of intermediate attestation (credit, exam). That is, we can say that the criteria and methods are published in advance, and the evaluation demonstrates the level of student achievement of the planned result of training. Fourth, each student of IIME may receive feedback and, if necessary, advice on the process of learning. That is, each teacher of IIME is open to communication with the student, thereby supports the autonomy of the student and strengthens mutual respect of the teacher and the student. Fifth, while training IIME students enjoy all the educational resource material (library and computers), and human (supervisors, tutors, lecturers and other advisers). For a more flexible learning process in the Krasnoyarsk SAU most of the disciplines are provided with the electronic learning complexes on the MOODLE platform. As a result the students of the 3-4 courses can form their own trajectory of learning, participate in the conferences in English, publish their scientific results, come out of the “comfort zone” and achieve self-actualization. The successful implementation of the student-centered standard allowed the Institute to receive the accreditation of the European Council of Business Education first among the agrarian universities in RF.

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