

общедидактические, методические принципы и психологические закономерности выработки навыков в процессе формирования языковой компетенции младших школьников.

Список использованной литературы

1. Зимняя И.А. Психологические аспекты обучения говорению на иностранном языке. – М.: Просвещение, 1985. 160 с.
2. Миньяр-Белоручев Р.К. Методика обучения французскому языку. М.: Просвещение, 1990. 240 с.
3. Никитенко З.Н. Методическая система овладения иностранным языком на начальной ступени средней школы : дис. д-ра пед. наук. М.: МПГУ, 2015. 428 с.
4. Пассов Е.И. Теоретические основы обучения иноязычному говорению. Воронеж: Изд-во Воронеж. ун-та, 1983. 199 с.
5. Пассов Е.И., Е.С. Кузнецова. Проблема навыков и умений в обучении иностранным языкам: учебное пособие / Под. ред. Е.И. Пассова, Е.С. Кузнецовой. Воронеж: НОУ «Интерлингва», 2002. 40 с.
6. Шатилов С.Ф. Языковые и речевые грамматические навыки // Общая методика обучения иностранным языкам: Хрестоматия. Сост. А.А. Леонтьев. М.: Русский язык, 1991. С. 38-43.
7. Шахнарович А.М. Языковая способность // Лингвистический энциклопедический словарь. М., 1990.
8. Щепилова А.В. Коммуникативно-когнитивный подход к обучению французскому языку как второму иностранному. Теоретические основы. М., 2003.

УДК 37.015.3: 811.111

Proskurova M.A.
Scientific supervisor: Mikhailova N.A.,
Master of Science in Psychology
Minsk, Republic of Belarus
Belarus State Economic University (BSEU)
maryaproskurova@mail.ru

AN IDEAL MODEL OF FOREIGN LANGUAGE EDUCATION IN THE EURASIAN ARENA

The compilation and analysis of an ideal model of foreign language education in the Eurasian arena is a pressing topic in the field of pedagogy. Familiarization and study of foreign language education systems of the countries of the Eurasian arena makes it possible to adopt foreign teaching methods and improve pedagogical potential.

Key words: *foreign language education, methodology, pedagogical potential, ideal model, education systems.*

Проскурова М.А.

Научный руководитель: Михайлова Н.А.,

магистр психологических наук

Минск, Республика Беларусь

Белорусский государственный экономический университет

maryaproskurova@mail.ru

ИДЕАЛЬНАЯ МОДЕЛЬ ИНОЯЗЫЧНОГО ОБРАЗОВАНИЯ НА ЕВРАЗИЙСКОМ ПРОСТРАНСТВЕ

Аннотация: *Разработка и анализ идеальной модели иноязычного образования на евразийской арене является актуальной темой в области педагогики. Ознакомление и изучение систем иноязычного образования стран евразийской арены дает возможность перенять зарубежные методы обучения и повысить педагогический потенциал.*

Ключевые слова: *иноязычное образование, методика, педагогический потенциал, идеальная модель, системы образования.*

In the modern world, where globalization and intercultural interaction are becoming increasingly significant, the importance of teaching and learning foreign languages in the countries of the Eurasian arena cannot be underestimated. Embracing a diverse range of cultures, languages and traditions, this region provides a unique environment for language learning, promoting the development of intercultural understanding, communication skills and professional growth. In this context, consideration of the importance of teaching and learning foreign languages in the

countries of the Eurasian arena opens up broad prospects for personal and social development, as well as strengthening international relations and cooperation, and improving the quality of education.

In order to build an ideal model of foreign language education, it is necessary to study the systems and methods of foreign language teaching in the countries of the Eurasian arena. We analyzed the systems of teaching foreign languages in three countries – Great Britain, China, and Belarus.

In the UK, foreign language learning typically begins at primary school level, with many schools introducing languages such as French, Spanish, or German to students as young as five or six years old. This early exposure aims to foster a love for languages and help students develop basic language skills from a young age. In secondary school, students have the option to continue studying foreign languages and can take GCSE exams in languages such as French, Spanish, German, and Italian. For those who wish to pursue languages further, A-Level exams are available in many languages, providing a more in-depth study of the language and culture.

Most schools teach one or more foreign languages, but the Government does not promote the teaching of particular languages.

General Certificate of Secondary Education (GCSE) is a qualification that students in the United Kingdom typically take at the age of 16, after completing their secondary education. GCSEs are usually taken in a variety of subjects and are an important milestone in a student's academic journey. In academic year 2022/23 there were around 313,000 entries in modern language GCSEs in England. GCSE specifications in languages should ensure students could read fluently and write effectively. They should be able to demonstrate a confident control of Standard English and they should be able to write grammatically correct sentences, deploy figurative language and analyze texts, spoken language [3].

Some schools in the UK offer language immersion programs or exchanges with schools in other countries. These programs provide students with the opportunity to

immerse themselves in the language and culture of the target language country, helping to enhance their language skills and cultural understanding.

Technology plays an increasingly important role in language learning in the UK. Many schools use interactive language learning software, online resources, and language learning apps to engage students and provide additional practice outside of the classroom.

In China, the system of teaching foreign languages is quite structured and comprehensive. English is the most commonly taught foreign language in Chinese schools, starting from primary school and continuing through secondary school and university. In addition to English, other languages such as French, German, Spanish, Japanese, and Russian are also offered in some schools.

Foreign language instruction in China typically focuses on developing students' listening, speaking, reading, and writing skills. Classes often include a mix of language practice, grammar instruction, vocabulary building, and cultural learning. Teachers may use a variety of resources, including textbooks, multimedia materials, and language learning apps to engage students and enhance their language proficiency.

In recent years, there has been an increased emphasis on the importance of learning foreign languages in China, with the government promoting bilingual education and encouraging students to study multiple languages. Many schools also offer opportunities for students to participate in language immersion programs or study abroad experiences to further enhance their language skills.

Due to the importance of English proficiency for university admissions and career advancement, foreign language instruction in China is often test-oriented. Students prepare for standardized tests like the College English Test (CET) and the Gaokao English exam, which assess their language skills and determine their academic and career prospects. After the CET was introduced, it was found that students showed greater interest in learning spoken English both inside and outside the classroom [2].

Many schools in China employ bilingual teachers who are proficient in different languages to facilitate language learning. Bilingual teachers can provide explanations,

instructions, and feedback in both languages, helping students better understand and practice their language skills.

Many Chinese schools offer study abroad programs or exchange opportunities for students to immerse themselves in an English-speaking environment and practice their language skills in real-life settings. Studying abroad provides valuable exposure to different cultures and enhances students' language proficiency.

Overall, foreign language education in China is characterized by its early start, emphasis on pronunciation and grammar, test-oriented approach, use of bilingual teachers, interactive teaching methods, cultural integration, and study abroad opportunities, all aimed at equipping students with the language skills and cultural awareness needed for success in a globalized world.

In Belarus, the system and methods of teaching foreign languages encompass a variety of approaches and methodologies used in educational institutions.

By utilizing modern technologies such as interactive whiteboards, computer programs, and online resources, students are provided with additional opportunities for learning a foreign language. Teachers may employ various methodologies such as games, role-playing activities, group projects, etc., to make the learning process more engaging and effective.

At the end of school, Belarusian schoolchildren must pass centralized exams. Foreign languages are also included in the list of these exams. Students are given the opportunity to take English, Chinese, French, German and other languages. The centralized test in English mainly tests the grammatical skills and vocabulary of applicants. Obviously, there is a certain list of topics that will definitely be asked during centralized testing. Each foreign language test task covers one or another part of the school syllabus. For better and more productive preparation for the exam in foreign languages in Belarusian schools, students are given the opportunity to attend electives [1].

In addition, research work and participation in conferences play an important role in the development of foreign language education in the Republic of Belarus.

Research work allows teachers and students to deepen their knowledge in the chosen area of a foreign language, as well as develop new teaching methods. Research results can be used to improve syllabi and teaching methods. Participation in conferences provides an opportunity for teachers and students to exchange experiences with colleagues from other countries, learn about the latest trends and methods of teaching foreign languages. Participation in research work and conferences motivates students and teachers to academic growth, encouraging self-development and the desire for continuous learning.

In order to determine the ideal model of foreign language education in the Eurasian space, we analyzed the foreign language teaching systems of three countries. The education system of each country provides a large list of languages to study, which is definitely an excellent feature for an ideal model.

In addition, an important point is the examination in foreign languages. In the countries under consideration, examination systems differ in many characteristics and overall structure. The best examination system, in our opinion, is the centralized exam. Part of the ideal model of foreign language education is the provision of electives by educational institutions, which is a significant contribution to the quality of education received by students. Conducting research in foreign languages plays an important role in improving the quality of education, contributes to the professional growth of teachers and students, and contributes to the development of the educational program.

References:

1. Централизованное тестирование [Электронный ресурс]. URL: <https://goo.su/djyy> (дата обращения 27.03.2024).
2. College English Test–Spoken English Test (CET-SET) [Электронный ресурс]. URL: <https://goo.su/IrfpS78> (дата обращения 29.03.2024).
3. GCSE subject content and assessment objectives [Электронный ресурс]. URL: <https://goo.su/OM3du> (дата обращения 28.03.2024).