

В заключение необходимо отметить, что успешность будущей профессиональной деятельности специалиста зависит от уровня не только внешней, но и внутренней мотивации сегодняшнего студента к освоению учебных дисциплин. Именно самообразование дает возможность повысить эффективность образовательного процесса, подготовить специалиста в соответствии с современными требованиями, которые стоят перед высшей школой.

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### **THE ROLE OF LANGUAGE ENVIRONMENT IN TEACHING ENGLISH**

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All the activities done in English language classroom must create a favourable language environment to make the process of learning easier. Whether it is teaching of grammar, or presenting new vocabulary, or developing one of the skills, the emphasis should be on the creating of the proper environment. The classroom activities should provide a simple, not scaring, not complicated surrounding for language learning. The atmosphere should be useful not only for the teacher to introduce the target language in the context of the classroom, but it should be useful for the students to check their ideas about any presented material as well.

When children learn their native language – this environment is created automatically in the family. The child listens to the language used for real purposes and learns to use it for expressing its thoughts and feelings. Following these very principles should enable the teacher to facilitate the language learning. Teachers can go ahead and plan such classroom activities that could be useful to obtain the necessary response from the learners [2].

There are a few more rules for successful language assimilation that the teacher should take into consideration when planning the lessons. For example, no child can be forced to talk until it is ready to talk, and error correction by parents is effectless unless the child feels the need to correct itself. There are a lot of pauses and hesitation when a child begins to speak, but people around it still take time and listen to it and respond at the suitable level.

A child can learn a word or phrase in one context and properly use it in different situations. Thus, the focus is on meaning rather than on form. In addition, there is a real purpose for which the language is used. A child, for example, wants to express its feelings or to do or refuse to do something and from its vocabulary chooses the appropriate words and sentence patterns, uses them and sees that such a use of language helps to achieve the desired results. This encourages the child to

use the language further to satisfy its needs. Though when talking to a child directly the adults simplify the language, it hears much more and absorbs everything that it is ready to absorb and uses it in a simplified and concentrated way to convey its exact meaning.

It is obvious that a teacher is not able to do all this in the classroom, but it should be possible to create favourable conditions for language learning. Such an environment will show students a sample of the language in a meaningful context. Even in the classroom, learners benefit more from heard language. And in this case a teacher should always mind the language he/she uses, as the learners very often produce those phrases and words which they heard occasionally, instead of target language.

One of the points how to create good atmosphere in the classroom is dealing with mistakes. And sometimes this occurs to be not an easy task. Since the students make more and more mistakes, teachers have to specify and correct these errors, which creates conditions of stress [2]. The students develop an anxiety about learning a new language, and it is difficult for them to start using English in some real-life situations. They feel that when they are in the classroom, they listen to a teacher who is always ready to support and correct their mistakes. But in fact, no real learning is happening in this case.

While learning their native language all that children need is automatically provided by surrounding people. Though every child is different and the needs of all children can't be the same, common sense helps parents to provide the necessary input. Even illiterate parents manage to help children to acquire any language, regardless of how they speak at home. For teachers who have personal experience in learning one, two or more languages and have undergone language training should not be a big challenge to provide the necessary exposure [3].

Students do not perceive many of the classroom activities as having any relation to real-life requirements. Many of them do all the exercises mechanically just for the exam. The challenge is to figure out what would keep them in the classroom with the full involvement. There are certain things that teachers have to do in the classroom, but that they themselves as students may not have liked to. For example, there is no need to take teacher training programmes to understand that the long winding explanations of grammar rules make grammar a boring subject for students of any level [1].

If the basis of the learning process is natural exposure, the process of teaching English will be successful. Whatever method is used it is important that students get exposure which introduces the language not in parts but as a whole system. Even if the native language is used for any certain purposes, the exposure of both languages should be entire. To do this the teacher can start the lesson with a story, a joke, a real life experience, an image or video based on the context. Even at the beginners' level, it is possible to connect the material already learnt to the new one, and thus provide a better exposure. It is not compulsory for students to understand everything the teacher says. Introducing an element the teacher should not shy away from occasional use of other elements. Most often it should be noted that these random elements unconsciously absorbed by students as something whole. For intermediate and advanced learners the activities may begin with a natural exposure which leads to discovery of usage rules by the students themselves [3].

Natural language as it is used outside the classroom in real life situations is the basic idea of how to involve students in the learning process. Teachers need to

figure out how this or that element of the language is used in real life. It is helpful to make an exhaustive list of the different uses and then decide which of them would work best for the particular group of students. It is better to use more authentic materials and present-day language, not just to take examples for the demonstration of a grammar rule. Once a selection is made, it would be a simple procedure to provide the appropriate exposure and to help students to take part in real communication.

When the teacher has chosen the actual exposure that would be appropriate for the learners, a series of activities that contribute to creating favourable conditions for language learning can be planned. The first set of activities could be to demonstrate the meaning of an element from the classroom context. This can be followed by activities where the students have the opportunity to test out their ideas which might have appeared about the use of a language item. The teacher is always available to help when needed. Thus, the class may start with a natural exposure to that element from where its actual use is derived and the meaning, which is demonstrated through various means. Then the students work on various tasks that create the need to use this item, and which encourage the use of natural language [2].

It is very important to include such activities that the students enjoy and at the same time develop a desire to learn English. Language games, complex and interesting tasks and activities where students can participate without worrying about their mistakes are necessary for the learners to start the developmental process. As they are becoming more and more experienced users, they will be willing to use the new language without hesitation and be prepared to finer corrections [3]. After verifying the effectiveness of all of the taken activities it is necessary to direct the students for further learning. To do this, the teacher can study a variety of sources and tell the students where they can get more information on it.

In conclusion it can be noted that a tense classroom climate can undermine learning and demotivate learners. On the other hand, learners' motivation will reach its highest point in a safe classroom climate where they can express their opinions and use the language and feel that they will not be ridiculed.

To make the students fully involved in learning, a teacher should try to give them opportunities to learn and encourage and support their learning efforts. Moreover, being anxious or alienated students are unlikely to develop motivation to learn, that is why it is important that learning occurs within a relaxed and supportive atmosphere. So, the main task for any language teacher is to create a favourable language environment.

#### Literature

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