

THE ROLE OF CONSTRUCTIVISM AND BEHAVIORISM THEORIES IN TEACHING ENGLISH

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Annotation: *The article discusses some principles of the philosophy of constructivism and behaviorism and ways to implement them in the teaching of foreign languages for professional purposes in higher education. The aim of the article is to describe how a constructive approach can help students expand their use of a range of ESP learning strategies. Constructivism is a theory that emphasizes the active role of students in understanding and comprehending information. Constructive learning is student-centered, in which students are more actively involved in learning than in being passive listeners. Students create knowledge by modifying, organizing, and reorganizing previous knowledge through social interactions in shaping knowledge and understanding.*

Keywords: professionally oriented teaching, teaching a foreign language for professional purposes, communicative competence of a foreign language, constructivism, constructivist didactics, the principle of cooperation.

The basic idea of behaviorism is that student behavior is a controlled process. That is, the desired behavior should be encouraged. And you need to choose the right stimulants to trigger the desired behavior. And for this you do not have to study the psychological state of students.

The role of the teacher

- Gives information, checks how students understand and remember it.
- Forms a child's behavior using positive / negative reinforcement: ratings, bonuses, rating.

The role of students

Passively, they simply react to warnings.

Practical methods

- Memorization exercises
- Repetition

- Calculation of bonus points
- Verbal praise

Unfortunately, the study of behaviorism does not prepare the student to solve atypical problems and does not encourage creative thinking. Students do what they are told and do not take the initiative to change or improve the situation. In fact, learning is about remembering key facts, answering a question automatically, or completing an assignment.

Behaviorism (from English behaviors - behaviors).

Constructivism (From the Latin constructivus - construction, related to construction).

Constructivism is based on the idea that each of us builds our own view of the world based on personal experience and skills. Knowledge is built by the reader and because everyone has different experiences and perceptions, learning is unique and different for everyone. This theory aims to prepare people to solve problems.

The role of the teacher

- Creating conditions for independent intellectual activity of students
- Encourage students to analyze, interpret, and predict information
- Give examples from real life of students.

The role of the reader

- Independently build new ideas and concepts based on existing knowledge
- Become a full-fledged participant in the learning process and share responsibility for the outcome with the teacher.

Practical methods

- Research projects
- Learning based on real life problems
- Mental attack
- Teamwork
- Case Studies.

Today, a constructive approach is the most effective in modern methodology of teaching a foreign language for professional purposes for a number of reasons:

- students unconsciously master the language in the process of communication in simulated professional situations;
- such communication allows students not only to unconsciously develop English for professional purposes, but also to gain professional knowledge and skills in the process of such communication (Polenova and Postukyan, 2014);

- this allows you to incorporate professional English learning into a professional orientation in other university courses;
- such integration increases students' motivation to learn a foreign language for professional purposes, as they understand and realistically assess the usefulness of knowing this language for professional development and future careers (Polenova and Pshegusova, 2015);
- The constructivist model of teaching and learning is based on the principle of educational autonomy (Holec, 1981), which becomes a creative process in the process of professional communication, even in simulated situations.
- The constructivist model of teaching and learning is based on the principle of learning autonomy (Holec, 1981), which becomes a creative process in the process of professional communication, even in simulated situations, because professional interaction is always associated with problem solving 'liq. ;
- The principles of problem-based learning and educational autonomy constantly engage students in the process of searching for information of professional significance that is necessary for the task of creative professional education. Since this search is done using professional sources in English, it is very important in mastering the language of professional communication.

Because constructivism is based on the assumption that knowledge (learning) is the result of "mental construction," students learn by searching for new information as well as what they already have. As a result, the student's existing socio-cultural experience, personal needs and interests are actively used in the learning process. An important component of the learning process is active cognitive activity - students are constantly updating their mental models to reflect new information and therefore create their own interpretations of reality. It provides an opportunity to demonstrate individual abilities and develop their own learning trajectory.

To motivate students, it is necessary to create an educational environment in which it is in direct contact with the material being studied. Only direct communication allows you to extract meaning from the information provided. This suggests that constructive learning should take place in an appropriate environment that provides opportunities for active learning.

Another important principle of constructivism is interdisciplinary in designing the content of foreign language teaching. It is known that at the non-linguistic university vocational-oriented education is also carried out

simultaneously with the study of the main course of a foreign language or in a separate form specialized elective courses. Early language professionalization has a number of clear advantages, in particular: meeting the needs of students as a means of intercultural communication with native speakers and speakers, lays the foundations of a professional personality, promotes the development of a professional outlook and business thinking.

The content of education within the framework of the constructivist approach is based on the fact that for students can be used in a professionally oriented situation in the relevant and possible real material. Working with such content provides different formats of its use, i.e. group, and individual activity independent knowledge that contributes to the construction of a new one.

An important postulate of constructivism is that the relationship between teachers and students is based on the principles of cooperation, in which the teacher is not a teacher who transmits ready-made knowledge, but acts as a coordinator-teacher in joint educational activities. Its role is reduced to creating situations that stimulate cognitive activity. At the same time, the role of the intern who pursues his / her professional interests through learning a foreign language is changing qualitatively. There are also special requirements for a teacher working in a constructive approach, ie his ability to organize project activities, discuss situations on a case-by-case basis, participate in professionally oriented discussions and debates, and create conditions for different opinions. look at the problem to perform a specific communicative task.

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