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ANALYSIS OF METHODOLOGICAL PRINCIPLES IN THE SELF-STUDYING ORGANIZATION OF FOREIGN LANGUAGES TRAINING

The self-studying organization on mastering English-language communicative competence should be based on methodological principles: autonomy, communicativeness, interrelated learning of language and culture, the dominant role of exercises, the authenticity of educational materials (Nikolayeva, 2013, 114).

The *principle of autonomy* is realized in the organization of self-studying work by:

1. Ensuring, on the one hand, compliance with the content of self-studying topics of classes, the dependence of the effectiveness of classroom work on the quality of independent and, on the other hand, personal needs of students.

2. The use of didactic technologies, the purpose of which is not only the accumulation of knowledge and skills, but also the constant enrichment of creative experience in the formation of the mechanism of self-organization and self-realization of each student.

3. Diversity of methodical counseling of the tutor and parity of relations between the tutor and students (Kornyeveva, 2017, 61).

4. Gradual increase of students' autonomy, which is ensured by increasing students' choice of what, how and to what extent to study for achieving educational goals and, after all, to set the goal of their own self-education by students themselves.

In the organization of the self-studying the *principle of communicativeness* must be implemented by:

1. Modeling situations of real communication in the independent work of students, which is provided by the motivated nature of students' speech actions and determines the use of various techniques and tools that help model the situation of real communication.

2. Encouraging students to use situations of real communication (for example, by communicating in chats, forums etc).

3. Stimulating personal motivation of students to communicate in English and to study it.

4. Wide involvement of problem situations that stimulate speech and thinking activity.

5. Attracting information of interest to students, which corresponds to their intellectual and age characteristics.

6. Using in independent work not only individual but also paired and group forms of self-studying (Kornyeyeva, 2017, 61).

In the organization of self-studying it is necessary to adhere to the *principle of interconnected learning of speech activities and aspects of language*, which consists in the simultaneous formation of four types of speech activities and aspects of language (Nikolayeva, 2013, 114). This principle means:

1. Simultaneous mastering of speech skills (in listening, speaking, reading, writing) within the framework of their sequential-temporal correlation determined by the curriculum on the basis of general language material with the help of special exercises.

2. Use of exercises of language, speech character.

3. Taking into account the specifics of each type of speech activity in the selection and organization of content of self-studying.

In the context of self-studying, we have identified another *principle – the interconnected learning of language and culture*. The principle is implemented by:

1. Providing students with relevant comments or assignments so that future specialists can relate cultural and linguistic phenomena.

2. Encouraging students to self-analysis and co-existence of linguistic phenomena with the national system of cultural values.

The *principle of the dominant role of exercises* is realized in self-studying by students performing various exercises that motivate them to implement speech actions, which are based on certain speech-mental operations. Due to the functioning of these operations, students acquire speech skills.

The principle of authenticity of educational materials provides:

1. Use of authentic educational materials.

2. Use, if necessary, of educational materials adapted by native speakers.

3. Providing authentic tasks to the materials.

4. Observance of situational authenticity.

Adherence to these principles will contribute not only to the formation of English-language communicative competence, but also the development of readiness and desire for self-studying after graduation; the development of students' self-studying, providing a learning environment that fully promotes students' autonomy.

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