

Designing listening tasks is not a simple way. In designing the tasks, the teacher should consider the types of listening performance in order to match the instrument of the task with the learning objectives. Teacher should also concern more on what aspects/micro skills that the teacher wants to measure through the task.

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THE IMPORTANCE OF CREATING AN EMOTIONALLY POSITIVE ATMOSPHERE WHEN TEACHING A FOREIGN LANGUAGE

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Introduction. The shift from a knowledge-based to an activity-based educational paradigm has led to significant changes in the modern education system. Today, the focus is on the student's personality, motives, interests, and emotions within the educational space. Emotions play a crucial role in education, influencing all aspects of the learning process. Emotions are intertwined with learning, capable of both enhancing and hindering the learning process. The emotional sphere is now a subject of research among psychologists, teachers, and methodologists, as emotions are recognized to shape human behavior, attention, will, and memory.

Domestic and foreign psychologists have been researching emotions for a long time (P.K. Anokhin, V.K. Vilyunas, N.V. Witt, A.N. Leontiev, P.V. Simonov and others). Speaking about the physiological, psychological, cultural and educational significance of emotions for a person, R.K. Bozhenkova notes that emotions: "cover all types of social activities that form a communicative space: media, politics, everyday communication. Emotions have become the most important components of the mind, thinking and linguistic consciousness of a modern person belonging to any linguistic culture." [3;7] Studying the cognitive processes of personality consciousness, B.I. Dodonov notes that emotions are able to regulate human behavior and speech behavior. [5;272] D. Goleman, considering emotional intelligence, includes knowledge of one's emotions; emotion management, motivation for oneself; recognition of emotions in other people, maintaining relationships, as well as personal qualities such as enthusiasm, perseverance and social skills.[4;478] Being one of the most important parts of a person's social nature, emotional intelligence determines the quality and productivity of his activities. Modern research in the field of psychology allows us to establish the nature of the relationship between negative and positive emotions in the structure of purposeful human behavior with different results (not very successful and successful). Thus, E.A. Yumatov developed a dynamic theory of emotions based on information and biological theories. The researcher studied in detail and described the stages of emotion development in a person's purposeful behavior, depending on his personality traits and the ratio of the expected and received result. The theory of emotions presented by the scientist proved the possibility of controlling and managing emotions in the organization of purposeful behavior and identified ways to achieve such behavior. Renowned for his studies on facial expressions and emotions, Ekman's work has contributed significantly to our understanding of how nonverbal cues can influence interpersonal interactions. Body language plays a significant role in creating an emotionally positive atmosphere in teaching English. Nonverbal cues such as facial expressions, gestures, posture, and eye contact can convey warmth, enthusiasm, and empathy, which are essential for building rapport with students and establishing a supportive learning

environment. By using open and welcoming body language, educators can communicate their interest, attentiveness, and approachability, thereby encouraging students to feel more comfortable, engaged, and connected during English language lessons. Positive body language can also help convey confidence, clarity, and enthusiasm, which can enhance the overall learning experience and foster a sense of trust and mutual respect between teachers and students. In essence, the connection between body language and emotional positivity in teaching English lies in the ability to create a welcoming and supportive atmosphere that promotes effective communication, collaboration, and learning. Introverts and extroverts can both play important roles in creating an emotionally positive atmosphere in teaching English, each bringing unique strengths to the learning environment. Introverts may excel in creating a calm and focused atmosphere, where students feel comfortable expressing themselves without feeling overwhelmed by excessive stimulation. On the other hand, extroverts can bring energy, enthusiasm, and dynamism to the classroom, creating a lively and engaging atmosphere that motivates students to participate actively and collaborate with their peers. Their outgoing nature can help break the ice, encourage student interaction, and inject a sense of fun and excitement into English language lessons. It should be particularly noted the experimental data of N.F. Kaskova, Yu.N. Krainova and E.N. Tregubova, who in their experiments proved that the process of memorizing any information, including foreign language, presented in an emotionally positive way, is much more effective than memorizing neutral information. Tregubova, "memorizing emotionally colored information is not only more successful, but also more stable in relation to factors that worsen the reproduction of words more firmly and for a long time." [7, p.222] Have scientists from Harris Insights & Analytics found out that many students suffer from self-doubt and constant anxiety related to school. What prevents students from learning and how to influence it? All internal attention is spent on domestic conflict, and energy is spent on adapting to the situation. At school, such a child becomes distracted and forgetful. Previously, students' non-standard thinking was evaluated, unusual problem solving options and interesting thoughts were encouraged. Today, most tasks are performed by children in the form of testing, and studying becomes uninteresting and monotonous work. Because of this, children do not want to think creatively, to reflect. Today, children stay at home a lot doing nothing. Because of this, they lose their desire to explore the world and communicate with their peers. But when children have no communication, motivation is lost. Motivation plays a big role in learning a foreign language, which determines the productivity of educational activities. And without motivation, neither study nor personal development is possible. A student may not like public speaking, even if he has never been wrong. Personality traits - for example, the type of temperament or character - determine children's behavior, even if not 100 percent. At the same time, the fear of speaking is not necessarily related to cognitive abilities — the child will solve written tasks for the maximum score, but get lost at the blackboard. At home, a child can be considered the smartest, most beautiful and brave — everyone likes how he reads, draws and sculpts from sand. Of course, such a miracle does not deserve a "three" for the answer at the blackboard. The need to meet expectations does not allow him to feel free, makes him control every step. If, at the same time, the teacher also demands too much from the child or behaves rudely with him — for example, jokes in front of the whole class about his mistakes — then the student will doubt himself more and more. The teacher plays a central role in creating a supportive learning environment. The teacher should present the information in a way that is understandable, and use verbal and non-verbal means to create a friendly atmosphere in the lesson. P.V. Simonov proved that negative emotions are caused due to insufficient information, and positive emotions are caused when there is enough information or it is in excess [6, p. 20]. One of the ways to create a favorable atmosphere is the use of gaming technologies in the educational process. This technology makes it possible to apply knowledge that students have dealt with only in theory. It is necessary to use non-traditional forms of teaching, especially at the initial stage of learning, using situational and game techniques. It is necessary to keep in mind the differentiated approach. It has been noted that, even without using sophisticated methodological techniques, teachers achieve good results if they are able to create an environment in which students work with full dedication. M.A. Ariyan and S.V. Chernyshov, speaking about the culture of speech of a foreign language teacher, note that "emotionally colored speech tools,

addressed directly to the emotional and motivational sphere of students, enhance the significance of what has been said and increase the interest" in mastering foreign language speech. [2;91]

Conclusion. In the realm of foreign language education, creating a positive emotional environment is crucial for optimal learning outcomes. Research shows that positive emotions enhance cognitive abilities and aid in memory retention. By fostering a nurturing and supportive atmosphere, language learners are more motivated, engaged, and confident, leading to increased participation, improved language skills, and deeper understanding. Modern educational approaches emphasize the importance of non-didactic elements in language teaching, highlighting the need for a secure and motivating environment that encourages learning. Building meaningful relationships between students and educators is key to facilitating effective learning experiences. In the contemporary foreign language classroom, characterized by dynamic interactions and emotional intensity, cultivating a positive emotional atmosphere is essential for enhancing learning effectiveness and overall satisfaction for all involved parties.

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THE IMPORTANCE OF IMPLEMENTING NEW TEACHING METHODS OF ENGLISH FOR MEDICAL STUDENTS

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In today's increasingly globalized society, the need for English language proficiency has never been greater. This is especially true for medical students, who often find themselves collaborating with colleagues and patients from diverse linguistic and cultural backgrounds. With the rise of international medical institutions and the expansion of telemedicine, it is essential for medical students to be well-versed in English. This article explores the importance of implementing new teaching methods of English for medical students, focusing on the benefits of these approaches and how they contribute to the development of well-rounded medical professionals.

In the modern world, knowledge of the English language is an integral aspect of the education and career of many specialists, including employees of medical organizations and students in specialized educational institutions. International cooperation, scientific research, advanced techniques and equipment – all this encourages medical professionals to study English at a professional level. At the same time, teaching English to medical students implies teaching both the general basics of the English language and teaching a professional language. At the same time, the specifics of teaching a foreign language to future medical workers imply an operation to a wide variety of methods of pedagogical work.