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## **TEACHING ENGLISH AS A SECOND LANGUAGE (ESL)**

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By the personality-oriented approach to teaching by subjects of the educational process, the teacher's identity and the student's identity are. Productivity of the process of teaching depends on their relationship, communication and cooperation.

The level of teaching a foreign language considerably depends on the teacher. The capabilities of the teacher are much more comprehensive than just knowledge transfer. Those are the formation of the ability to study; strengthening students' confidence in the forces, self-esteem, and motivation; increase the interest in the study, organization of the favourable educational atmosphere.

The teacher acts as a mediator between students, training material and the process of training. For the effective implementation of this role, the teacher should be ready to perform the adviser, assistant, consultant, communicator, and partner in the joint solution of educational tasks. However, the central figure in the educational process is the student. All results of the study, and knowledge, skills and abilities depend on it.

Therefore, the training of a language has to be transformed into the formation of the student's identity. For this purpose, it is necessary to teach him to study, collect information, draw conclusions, correct actions, control emotions, and predict future behaviour. If the higher school teaches students to speak, listen, read and write in a foreign language within the not only household subject, but also taking into account their professional specialization, it at the same time will provide them access to other national culture and by that to world culture.

The analysis of methodical literature shows that the problem of the personally focused approach to teaching a foreign language takes the central place in an intensive teaching technique in foreign languages. Implementation of the method of activation of the individual and collective reserve capacity through a combination of individual and group work is the basis for this technique, using various training techniques, including games, creating a favourable psychological climate on studies [1; 2].

Gryshkova G. O. [3] investigates the questions of the personally focused approach to training a foreign language in detail, and she claims that the practice of neglect by the personality which settled for years in the course of training causes emergence in most of the students of boredom, unwillingness to study, and even disgust for study. However, the organization of the educational process on the principles of the personal focused approach causes in them satisfaction and approval, induces students to work voluntary, willingly, realizing internal requirements and belief.

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For the formation of the steady positive relation to acquisition of a foreign language based on the personal focused approach would be expedient: to improve the content of training a foreign language taking into account interests, preferences and needs of students; to refuse to learn of ready texts, and instead to pass to study material in the system of dialogue. In dialogue, the ability briefly and accurately to formulate the thought quickly and adequately react to the interlocutor's statements is formed.

Educational activity in micro-and macro groups is followed by mutual support and trust, self-confidence that is important for implementing foreign language communication and the formation of students' identity. Considering it, we did the forming experiment which purpose was a check of efficiency of assimilation of a foreign language training material in the conditions of group activity, particularly such forms as micro group and pair.

As a result of supervision over students on occupations was found out that

- they were captured by interactive forms of the organization of occupations;
- as a result of the introduction of group form of education, students learned to act independently, adequately to operate with speech material according to a situation;
- group forms of work created the corresponding psychological climate on the occupation that promoted certain communicative qualities of the personality.

It gives the grounds to increase the motivation to learn a foreign language because the group form of educational activity creates the best motivation than the individual.

Thus, the realization of the personal focused approach in the course of training a foreign language is possible to reach positive results and the formation of communicative competence of students where is growth and professional formation of their personality.

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