

**THE ROLE OF SELF-CONTROL IN THE PROCESS OF
FOREIGN LANGUAGE TEACHING**

In accordance with the modern concept of education, the learning process must be based on recognizing the student as a subject of one's own development, and the student needs not only to assimilate the content of the educational material, but also to independently monitor, evaluate and correct his/her cognitive activity. Changes in the assessment of students should be linked to the increased role of self-monitoring and self-assessment tools, which in turn will enhance their desire for independent educational activity, as well as improve the quality of knowledge.

Self-control is an integral component of self-management and self-regulation processes of students in learning. Its purpose is to prevent possible or detect already committed errors. Through self-control, the student realizes the correctness of his actions in a wide variety of activities, while the development of self-control as a universal intellectual ability is realized through the means of all academic disciplines, including a foreign language [1, p. 62].

In implementing the new educational standards in language teaching one of the main goals is the establishment and development of the personal qualities of students required for a full and active life in modern society. Moreover, in addition to the knowledge of disciplines must be formed criticality of thinking, intuition and ability to overcome difficulties. The basis for developing such qualities is self-control.

In addition, the main goal of teaching students a foreign language is the formation of communicative competence, the most important indicator of which is the ability of the learner to self-control and self-

assessment of his own speech activity. That is, a sufficiently high level of self-monitoring and self-esteem testifies to the mature state of development of the language personality as a whole.

Self-control is the ability to compare the results of one's own particular learning task with a certain standard in the process of mastering of foreign speech activity, and at the same time independently detect, correct or prevent errors in one's own activities. [2, p. 105].

Thus, self-control can be regarded as conscious control, evaluation and self-regulation of the students of their own learning activities and self-management of it. In other words, "the possession of a foreign language would be fundamentally impossible if in the process of verbal communication such a phenomenon as self-control did not function" [ibid, p. 107].

Self-control is a mechanism, the formation of which requires management on the part of the educator, so the teacher in the process of training should form the students' skills of self-control and using of them. Gradually, step by step acquiring knowledge, skills, moving forward and reliance on the studied and mastered earlier, aware of the teacher's and mutual control, the student learns to perform self-observation, self-analysis, self-correction and self-assessment - the actions that make up the self-monitoring mechanism. [3, p. 312]. Formation of self-control and formation of skills and abilities are "two sides of the coin", namely, they are interrelated, interdependent and formed synchronously, simultaneously, without a break in time. Each specific element of skill and ability is correlated with an adequate, concrete link in the structure of self-control.

In the foreign language lessons, self-control must be formed both by mastering communication skills (speaking, listening, reading, writing), and by mastering the language material (grammar, vocabulary,

pronunciation, intonation, orthography). Most of the described methods of self-control are similar to the methods of control used by the instructor. In the scientific and methodological literature, techniques of descriptive, rating and nature of monitoring of self-control are singled out, as well as tests, questionnaires, etc. [4, p. 99].

Keeping of a training diary is a type of descriptive-nature self-control. In it, the student can describe all the activities done in the lesson, the course of work, new methods, and also to note the problems and questions that arise. This diary will help students analyze the work done, understand which topics are not well understood, which should be given special attention, and assess progress in mastering the language. In turn, for the teacher it is an opportunity to compile the fullest picture of the progress of each student, which helps to correct the student's activity and eliminate the shortcomings at an early stage of their development. In addition, it will help the teacher to assess the effectiveness of their own work.

Rating self-control is carried out using scales and graphs to assess the work done. For example, using a scale with descriptors, the student evaluates the degree of understanding of the text, the assimilation of new words. This method is the most suitable for an accurate definition of what the student is causing difficulties and what should be given special attention.

The most common method of self-control of monitoring type is self-revision. This technique is recommended to be combined with mutual checking, since students are more willing to assume the role of a teacher, checking out other students' work than their own. Studying other people's mistakes, the student not only delves into their nature, but at the same time compares them with their own. As a result, he/she returns with great interest to his/her work, carefully checks and edits it. This reception can also include sound recording of verbal answers,

testing at the completion of training blocks, certain notes left by the teacher on the fields of an exercise book after checking the work.

One way to increase the effectiveness of the learning process in general and self-control in particular is testing and online testing in various forms. Tests can be both ready, because nowadays there is a large selection of different training programs, and compiled by the teacher with the help of special computer and mobile programs. Tests help students to carry out self-control, self-analysis and self-correction when studying specific topics or when preparing for tests and exams.

The language portfolio as a means of exercising self-control makes it possible to get the most complete picture of the development of the student's knowledge and skills. It describes the work had done by the student in the study of the language. This tool not only teaches the students to develop his own foreign language skills, but also helps to independently control the implementation of the goals which were set on the basis of an analysis of their own achievements.

Questionnaires as a method of self-control are aimed at identifying the characteristics of each student in learning a foreign language, that is, what the student uses to memorize new words, what difficulties he has, what direction is the main, what exercises cause difficulty, how much time is usually spent on self-preparation and etc. This information will also be useful for the teacher to set real goals and plan his/her work.

For the best results, a combination of several techniques for exercising self-control is possible. To choice of their, depends on the goals of the learning process. It is recommended that these techniques be used from the beginning of the training in order to interest and motivate students.

Thus, summing up, we once again emphasize that the development of students' ability to self-control is one of the most

important tasks of modern education and an actual pedagogical problem since it is a self-control and a self-esteem contribute to the development of self-education. In fact, it is known that the knowledge that is given at the university during the lesson is only a small part of what a student should know, everything else depends on his independent work, self-development and self-education outside the classroom.

BIBLIOGRAPHY

1. Lelep L. Development of Students' SELF-REGULATION and SELF-FEELING Skills in Virtual Learning Environment // Skillful Teaching – Successful Learning, Interregional Ural-Siberian TEA Alumni Conference. – Novosibirsk, 2003. – P. 58-64.
2. Modern Languages: Learning, Teaching, Assessment. A Common European Framework of Reference. – Strasbourg, 1996 – 187 p.
3. Pestova E.A. Fundamentals of the Formation of the Skill of Self-control when Teaching a Foreign Language: Psychological and Pedagogical Analysis // Vestnik KGU im. O.N. Nekrasov, 2015. – No. 1 – P. 311-315.
4. Pollari, P. “This is My Portfolio” : portfolios in Finnish upper secondary schools, IN Kennedy, Ch. Exploring Change in English Language Teaching. Macmillan Heinemann. – P. 97-107.