В работе с вышеупомянутой целевой аудиторией в качестве элемента геймификации использовалась виртуальная валюта FoxCoin. FoxCoin – игровая валюта, которую учитель начисляет ученикам за активное участие в процессе урока, правильное выполнение домашнего задания, креативный подход к выполнению упражнений, работу в команде и др. После накопления достаточного количества игровых монет, учащийся может "потратить" их в так называемом виртуальном магазине, в котором представлены лоты, привлекающие детское внимание: стикерпаки, сладости, игрушки, конструкторы и т.д. Таким образом учитель создает внешнюю мотивацию – стремление накопить игровые бонусы и «купить» желаемое. Накопленные баллы ученики могут отслеживать в личном кабинете электронного журнала LangLion, где учитель фиксирует бонусы каждого учащегося.

Таким образом, геймификация в системе LangLion служит средством обратной связи, источником показателей прогресса и инструментом повышения мотивации учащихся.

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FOREIGN LANGUAGE TEACHING METHODS AND THE FORMATION OF A SECONDARY LANGUAGE PERSONALITY

МЕТОДЫ ОБУЧЕНИЯ ИНОСТРАННОМУ ЯЗЫКУ И ФОРМИРОВАНИЕ ВТОРИЧНОЙ ЯЗЫКОВОЙ ЛИЧНОСТИ

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The article examines traditional and innovative approaches to the study of a language, specific features of modern methods of teaching a foreign language in the framework of the multicultural world and intercultural communication, as well as the resulting need for forming a secondary linguistic personality among students of FL.

Статья рассматривает традиционные и инновационные подходы к изучению языка, особенности современных методов обучения иностранному языку в рамках поликультурного мира и межкультурной коммуникации, а также возникающую вследствие этого необходимость формирования вторичной языковой личности у обучаемых ИЯ.

The main task of the teacher of a foreign language is to ensure full students' proficiency in the language in the shortest possible time. Therefore, the teacher is in constant search for the most effective methods of teaching the language.

In home and foreign linguistics there are three main scientific linguistic paradigms that define and determine the use of appropriate methods. The comparative-historical paradigm, that emerged at the end of the eighteenth and the beginning of the nineteenth centuries is the first scientific paradigm in linguistics, which uses the comparative-historical method as the main research tool. With its help, historical patterns of language development were established.

The system-structural paradigm, most consistently implemented in the twentieth century, is characterized by a combination of different approaches to the study of a language. During the initial distinguishing and subsequent analysis of the main language units, the complex formal-logical, psychological, structural-semantic, communicative aspects of the language are taken into account. In line with this paradigm, textbooks and academic grammars are developed.

Fundamental research carried out within the framework of the system-structural paradigm represents the most valuable source of linguistic information not only for modern research, but also for future generations of linguists.

At the beginning of the twenty-first century, linguistics is characterized by a wide variety of research paradigms, both formal and functional. The philosophical and ontological problems of the interaction of language, thinking and reality have become particularly relevant. Therefore, the issues of studying not the language itself, but the person in the language and the language in the person, come to the fore, and this paradigm is called anthropocentric.

Modern science of language is trying to answer these questions by means of a variety of linguistic sections that are used in combination with other humanities. These include cultural linguistics, cognitology, ethnolinguistics, psycholinguistics, sociolinguistics, hermeneutics, synergetics.

Thus, it turns out that modern linguistics is built on the natural combination of traditional and innovative approaches to the study of linguistic phenomena and is closely related to the practical application of the knowledge gained in the field of human communication.

Speaking of human communication in general and intercultural in particular, special emphasis should be placed on the problem of the development of a multilingual and multicultural language personality.

In the field of teaching foreign languages, a language personality is understood as the ability of a person to successfully participate in intercultural communication.

According to Yu.N. Karaulov, a language personality is a multi-layered and multi-component set of linguistic abilities and readiness to implement linguistic activities of varying degrees of complexity: activities that are classified, on the one hand, by the types of speech activity (speaking, listening, writing, reading), and on the other hand - by language levels (phonetics, grammar, vocabulary) [1, p.29].

In the modern multicultural world, in the framework of intercultural communication and dialogue of cultures, the emergence of a secondary language personality as an individual's ability becomes crucial in the implementation of successful communication with foreign partners.

 The modern concept of language education consists in the orientation towards the formation of a secondary language personality, possessing various competences for the purposes of intercultural communication.

The formation of a secondary language personality includes mastering the verbal-semantic code of the language being studied, that is the linguistic view of the world of the speakers of this language and the global, that is the conceptual picture of the world, allowing a person to understand a new social reality.

The problems of forming a secondary language personality are connected, on the one hand, with the integration of the learner into another culture, and on the other hand, with the reorientation of the foreign language teaching system to the personality of the learner himself as to a subject of learning activities.

In the process of teaching a secondary language personality, the formation of linguistic, communicative and sociocultural competences comes first. At the same time, the latter include knowledge of non-equivalent vocabulary, behavioral etiquette, sociocultural features, political and basic information from history, culture, science and modern aspects of the people's life of the language being studied.

In the modern methodology of teaching a foreign language, a special place is occupied by the principle of creativity in learning. In our opinion,

this principle most fully contributes to the formation of a secondary language personality, since it directly relies on the personality of the student, and as a result, the latter develops the skills of an autonomous language activity.

The types of educational activities that contribute to the formation of creative thinking include design technologies and computer presentations, teamwork, collective, group or individual creative activity. The main conditions for the organization of this activity are: setting goals, defining tasks and methods for their implementation in the course of working on a project.

In conclusion, we would like to note that the changes in the world in the twenty-first century have made significant adjustments to all spheres of life of human society in general, and in the field of education in particular. Today, a specialist in any field of knowledge requires a good command of a foreign language / foreign languages, both in everyday communication and in the format of professional activity.

Therefore, an important task of further developing and improving the methods of teaching a FL is facing the modern methodology of teaching a foreign language. Especially at non-philological faculties, since language is not paid enough attention there.

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