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Formation of basic competences at the initial stage of foreign language learning.

Learning a foreign language in a university is becoming increasingly important. The growing importance of science in the production process, the growth of international relations (personal, business and commercial), the expansion of educational opportunities leads to an increasing need for practical knowledge of foreign language.

The basis for the development of reading and speaking skills is the language material, which must be sufficiently effective and comprehensive to achieve the goal of learning and correlate with the possibilities of understanding it. Therefore, it is important to take into account the real learning opportunities for material learning and to study only those linguistic phenomena that are necessary and sufficient to achieve the goal.

The selection of language material becomes of great importance in the conditions of the humanitarian university of non-linguistic profile, due to the significant but still limited number of hours provided for the study of a foreign language.

The manual, which suits the today requirements, implies the supply of lexical and grammatical material in a system with a communicative approach. The authors have to elaborate a system of special tasks geared towards the forming of all types of communicative competences.

One of the current problems of teaching foreign language in higher education - the lack of a good textbook that corresponds to all the requirements of the foreign language program for non-linguistic specialties of universities - the teachers of the Department of Spanish Language of MGIMO (University) of the Ministry of Foreign Affairs of Russia solved very successfully, creating a series of textbooks for the levels of bachelor 's A1 - C1.

These manuals contain a sufficient amount of lexical and grammatical materials, designed for a small volume and compact supply of material within a limited grid of hours. However methodically competent the textbook is, there is still the question of additional lexical and grammatical exercises to work out.

Taking into account the views of methodologists on the content of the educational manual, it can be said that the meaningful aspect of the textbook can be a set of two components: «1) substantive, presented by a specific educational material, and 2) procedural in the form of a series of exercises».

The authors of the article developed the work-book of lexical and grammatical exercises in Spanish language, which is intended to be used by students of A1-A2 levels, educational and qualification level «bachelor».

This exercise book focuses on the self-development of the skills of Spanish normative grammar, the expansion of the vocabulary and fully corresponds to the A1-A2 language competence levels of the pan-European system of levels of foreign

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language proficiency, specifically the systemic accumulation of vocabulary; acquirement of the means of lexical and grammatical synonymity.

The exercise book can be recommended for formation and development of general cultural and professional competences, precisely the development and improvement of skills and knowledge of how to use the studied foreign languages in personal and professional communication.

All the above competences involve knowledge of the grammatical and lexical system of Spanish language, as well as the peculiarities of the stylistic organization of the Spanish language text. The material collection helps to carry out a differentiated approach to students, allowing different volume of educational material depending on the needs and capabilities of the audience.

Thereby, the structure of the manual and the exercise system contribute to the development of the basic competences of students. It is also worth noting that any tutorial is an author 's concept and a methodological system. However, the efficiency of the implementation of the author 's concept in practice depends on a number of factors: the personality of the teacher; the level of teachers professional grounding; students willingness to master new horizons and their ability to learn in general.

In combination of all the above factors we see successful formation of basic competences at the initial stage of foreign language training.

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