ТЕОРИЯ И ПРАКТИКА ПРОФЕССИОНАЛЬНО ОРИЕНТИРОВАННОГО ОБУЧЕНИЯ ИНОСТРАННЫМ ЯЗЫКАМ

Материалы XII Международной научно-практической конференции

г. Минск, 18–20 мая 2020 г.

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Сборник статей XII Международной научно- практической конференции посвящен проблемам и вопросам, связанным с современными технологиями обучения иностранным языкам в нефилологических вузах. В сборнике рассматриваются межкультурные аспекты обучения иностранным языкам.

Адресуется преподавателям иностранных языков, аспирантам, магистрантам, научным работникам, студентам-филологам старших курсов.

Ответственность за достоверность информации приведенных фактов и сведений несут авторы. Материалы публикуются в авторской редакции.

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Rahmen menschlicher Interaktion, wo es um das Vertrautmachen mit den paralinguistischen Aspekten der deutschen Sprache und den spezifischen Umgangsformen geht. Es ist wichtig für die Studierenden, dass sie sich linguistisch und paralinguistisch ähnlich verhalten wie der Muttersprachler, denn sonst bleiben sie trotz ihres Wissens und Könnens Fremde in der deutschen Umgebung. Hier kommt gerade unter dem Aspekt des interkulturellen Lernens dem Video eine auffer ordentlich wichtige Rolle zu, denn sie sehen, wie die Menschen in bestimmten Situationen miteinander umgehen – und eben nicht nur sprachlich – wie sie reagieren und welche Strategien sie entwickeln. Nur auf diesem Wege gelingt es, Klischeebildungen aufzubrechen bzw. abzubauen, vorhandene Vorurteile zu relativieren und zu einem toleranten Miteinander beizutragen.

Der Deutschunterricht erschöpft sich also nicht nur in einer sprachlichen Ausbildung, sondern verfolgt das Ziel, bei seinen Studierenden einerseits Sprachhandlungssicherheit und andererseits interkulturelle Sensibilität auszubilden.

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USE OF INFORMATION COMPUTER TECHNOLOGIES IN FOREIGN LANGUAGE TEACHING

Abstract. This article discusses the advantages of using innovative and communicative information technology, which are the main factor in improving the quality of education and foreign language instruction. This article explores current issues of the use of information technology in teaching a foreign language. The introduction of new information technology in the educational process and in teaching a foreign language is an urgent requirement of today. This technology supposes using not only the most modern technical equipment, new forms and methods of teaching, but also a completely new approach to the teaching process,

which helps to implement the principle of interactive, communicative-based teaching and provides individualization and differentiation based on features of trainees, their level and inclination.

Keywords: *information computer technologies (IKT), foreign language teaching, forms and methods of teaching.*

Introduction. In Computers nowadays became extremely useful tools for foreign language teaching. They can process data quickly and integrate voice, music, video, pictures, and text into lessons. They can be programmed to tailor instruction and tests for each individual learner. They can even be used to make students feel more comfortable. The purpose of learning a foreign language at the moment – is the development of communicative skills of the trainees, i.e. practical knowledge of a foreign language. Main purpose of the training is also a foreign language, which makes it suitable for oral and written communication, as in the future professional activity, and to further self-education. In combination with other competencies of foreign language communication competence training in the future will give each of the graduates the opportunity to be successful in the professional field and to fully realize their potential. The task of the teacher is to educate a person the ability to communicate, to educate themselves. Necessary for the modern process of foreign language teaching is to create optimal conditions in order to make this process meaningful, effective and interesting for students. To this end, teachers use different methods and techniques that help to intensify the work of the students. In this invaluable assistance in this process renders the use of computer technology and Internet resources [1].

The aim of our study is to analyze the essence, structure, approaches, methods and techniques of using information computer technologies in the face of an increased need for fast and high-quality teaching of a foreign language.

Presenting main material. Teachers of new generation should be able to select a qualified and apply precisely those technologies that are fully consistent with the content and objectives of study subjects, contribute to the harmonious development of students based on their individual characteristics. Information technology can be used in:

1. Searching for literature: a) using electronic catalogue; b) the Internet using a browser, different search engines (Gmail, Google, Yahoo.com , Yandex, Rambler);

2. Working with literature during summarization, annotation, citation, etc.;

3. Translating the text, using translation software, using electronic dictionaries;

4. Storing and accumulating data; communicating (Internet, e-mail);

6. Processing and playback of graphics and sound (Media Player, Win Amp, Win DVD, program for viewing images Photo Shop, Corel Draw, a program for creating diagrams , drawings , and charts), creating training and educational films, cartoons, computer training programs, games, online travel, encyclopedias , etc.;

7. Promotion and implementation of research results (performances in video forums the Internet). [4].

The specificity of the subject foreign language makes possible the use of computer technology in full in almost all these cases. When teaching grammar is very effective use of charts, tables, graphs, charts, drawings, and different ways of their projections (interactive whiteboard screens of personal computers, the printer is printing. Using computer technology possible in the study of almost any topic. If successful color scheme, using charts and tables, accompanied by voice (examples utterance in a foreign language) material will be perceived more easily and quickly, as will be used most of the receptors. Smaller will be the same amount of time in class, as will eliminate the need of recording material on the board. And with home PCs all training material can be stored on digital media (CD-, DVD- disks, flashcards) and transferred to a PC. Often there is a problem of "ignorance of writing" of a word, and the use of computer technology this problem is completely eliminated.

The computer can be effectively used for discovering new lexical material, new samples of statements. At the stage of consolidation and application of the generated knowledge and skills, the computer can be used in a wide variety of communicative tasks and situations on the basis of personality characteristics of the students. He can create the optimum conditions for the successful development of the program material , while ensuring adequate and feasible load for all students.

Using Internet resources allows students to bring communication activities to reality, for example, view ads for buying and selling property in the study of the theme of "flat", the choice of a suitable theme for the guided tour "Free time. Travel", etc. Meet and chat in the forums closer to the realities of the country's students studied language and enrich vocabulary idioms, slang expressions, vocabulary of contemporary youth [2].

Computer widely used as a means of exercising control over the activities of the trainees from the teacher, as well as a means of self-control. Computer testing can be used as a method of final or interim audit. Depending on the capabilities, students can be tested on personal computers in the local school network or the Internet. Fast results with this test allows the instructor to make timely adjustments to the educational process, to prevent lag, work individually with students. Student as it helps to understand what success he has achieved in the study of a foreign language and on what he needs to work harder. Teachers of our department compiled training test items containing a large database, which includes all the main topics of the course of foreign language. Students have a good opportunity to perform these tests in computer classes, both independently and under the supervision of an instructor. This type of work we have practiced in preparation for the exams conducted in the form of computer based testing, as well as during the preparation of the intermediate state control (ISC). Performing the test yourself, the student can see clearly makes a mistake and correct answers. If the execution of tests carried out under the guidance of a teacher, the student has the opportunity to consult on options for answers in which mistakes were made. Experience with the use of computer technology in the

process of preparing for exams and ISC shows that students are much faster and more intelligent learn learning material. Having analyzed the responses of students, the teacher, in turn, sees weaknesses of each student, as well as errors specific to the whole group, allowing you to work differentially, given knowledge of each. Since each student works, as they say " one-on- one with a computer," the teacher an opportunity to see an objective assessment (in points) of the student, which puts the computer. The student also sees a realistic assessment of their knowledge and this sometimes causes him to reconsider their self-esteem. But in this kind of work , there are also disadvantages. Communicating with the computer, the students read the sentence, choose the answer without uttering anything aloud, i.e. speech apparatus in this kind of work becomes passive, which is highly undesirable when learning a foreign language. In this regard, we use this form of work with a computer periodically [8].

The new social demands to the level of development and education of the individual, the new conditions of life have to change the content, tools and techniques of the pedagogical process. In this situation, there is a natural and quite an urgent need for new concepts, methods and techniques of training in a word in pedagogical innovation. But can we talk about innovation, if it does not quite realize into teaching practice. And here there is the question, what are the difficulties for innovation. We can assume that there are psychological barriers to the teachers, namely, the unwillingness to change, fear of failure, fear of the unknown, etc.

This technology promotes teaching a foreign language with the help of worldwide World Wide Web, which provides great opportunities and services of information and communicative nature. Using Internet resources increases the activity of the students and the teacher's role changes, it increases the level of student's motivation, desire to find himself and explore the necessary information.[4] Thus, the learning process is beyond the time frame of the lesson. Teaching using Internet resources allows communication at different levels: teacher-student, student - student, student - friend, etc. while students have access to an unlimited amount of fresh information and a huge selection. Working alone in the Internet, students improve skills proficiency, develop critical thinking, enhance cognitive independence. Using Internet resources changes the role of the teacher, she becomes a coordinator and consultant. Attention on the formation of tasks based on Internet resources, while in the teaching process are possible if a teacher carefully selects the tasks. The students very seriously prepare for the implementation of this task and try to give a detailed information. It is necessary to note that presentation of the material is interesting. Following these assignments, students gain access to information is not limited in the scope of this tutorial text. They seek, learn, analyze, compare, make certain conclusions, working with Internet materials, which are mainly presented in foreign language .

When planning to use educational software and multimedia tools in study of a foreign language as well as other disciplines, it is necessary to consider the following aspects: how will the program on students' motivation, their attitude towards the subject, increase or decrease the interest in it (for example, due to the difficult, unclear formulated requirements of the training program); how the program meets the general thrust of the course; does the program promotes better absorption of the material, whether justified the choice of the proposed tasks, whether methodically supplied material; - Whether rationally designed using computer classes and new information technologies, provided there is enough time to perform independent work; do all students have the skills and abilities of your computer.[6]

According to research Angelovski K. innovators constitute 6,6 % of teaching staff and implementations, those who are willing to implement innovative ideas – not more than 44,7 %. In this situation, one can hardly expect a systematic and widespread introduction of innovative ideas, methods and technologies. It should also be taken into account and the other side of the problem, namely, the relations between innovators and innovations on the part of heads of educational institutions and colleagues. Unfortunately, this attitude is so negative, forcing the teacher to stop innovation, or doesn't it start.

Another reason hindering the innovation it is the lack of resource support, and it involves not only the availability of the necessary material and technical base, but also the training of teachers in the process of introducing innovations in teaching practice. Since the introduction of innovative ideas, methods, technologies must be systematic, and the first stages of an experimental nature, it is obvious that in this situation it is necessary to provide scientific leadership of the experiment, the subsequent synthesis of the results and, finally, monitoring.

Therefore, innovation can be considered only those ideas, methods, technologies, which not only embodied in the educational process, but also experimentally tested and ready to implement a uniform system in the educational process, in particular schools. For example, in methods of teaching foreign languages there is a sufficient experience of computer training, use of which can also be attributed to innovative technologies. The value of the multimedia and the Internet in the enhancement of interaction for language learning can't be disregarded. Warschauer M. and Healey D. state that the type of software and the task teachers set for students have a large effect on the type and quality of student interaction with each other when working in pairs or small groups [5]. With the continuing development of technological advances in the areas of communication and multimedia, the challenge for foreign language classrooms goes far beyond current knowledge about the effective use of technology.

Nevertheless, teachers, practitioners use the Internet resources is not very often, and it is not always due to lack of or limited access to the "World Wide Web."

Experience in using the Internet resources for teaching foreign language in high school can share this experience with colleagues in the form of the development of professional skills.

Conclusions and perspectives of further research in this field. Thus, the range of problems encountered by the teacher when using Internet resources, is quite wide. Among them are the technical, psychological, pedagogical and didactic issues. That the Internet has become a practical and effective assistant to foreign language teaching, the teacher should be able to select and adapt the retrieved information and to solve several task sin sequence:

1. Collect information in accordance with the thematic content of the course. Pick up methods and techniques of presentation of the Internet resources, types of tasks based on them, depending on the level of education, level of training and individual psychological characteristics of students and specific goals lessons.

2. Identify the individual psychological characteristics of students and selected the Internet resources according to individual psychological characteristic of a particular student.

3. Choose the best format for internet resources – in print or electronic form. Practice linguodidactic adapting Internet resources shows that the teacher creates a model of self-learning a foreign language based on the Internet resources based on individual psychological parameters of each student or group of students.

4. Qualitatively different results of training and education, we can not achieve certain innovative instructional techniques or technologies. Only a systematic approach, the relationship and interdependence of theory and practice, all components of the methodical system, realized in the organization of the subject content, and in the technology, can provide a full achievement of the objectives of education and training as the projected results.

However, it must be noted that technological progress is ahead of the practical application of the results of its achievements. This is especially noticeable in the field of education. Therefore, the creative initiative and activity that generate innovation, so necessary today. However, the path of innovative ideas in learning theory to their implementation in educational practice is very long. So now you can with some assumption to say that the practice lags behind theory, and technology is from the methodology. A broad and competent implementation of innovative ideas, methods and technologies in teaching practices in schools and universities did not occur or occurs slowly and systematically.

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MILITARY BRIEFINGS IN THE CLASSROOM ENVIRONMENT

Abstract. This article describe the results of a project carried out at Belarus Military Academy in English classes. The challenge was to encourage cadets and student-officers to practise briefing format tasks in the English language class. A briefing technique at a military academy is presented, options for conducting business games on this topic are proposed. Participation in events of this kind, including briefings, is an important skill for future servicemen.

Keywords: military briefing, English language class,

To paraphrase Kingman Brewster the function of a briefing is to prevent top officials from saying something inconsiderate or saying… anything at all! But, with the military it's quite the opposite. The aim of a military briefing is to keep military