

DEVELOPMENT OF SKILLS OF STUDENTS' WRITTEN FOREIGN LANGUAGE SPEECH

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Резюме – одной из актуальных проблем современной методики преподавания иностранных языков в вузе является обучение продуктивной иноязычной письменной речи. В статье рассмотрены основные подходы в обучении письменной речи, а также эффективные способы активизации обучения письменной речи.

Introduction. One of the urgent problems of modern methods of teaching foreign languages at universities is the teaching of productive foreign language writing. Today, the purpose of learning how to write is the formation of students' written communicative competence, and especially an ability to practically use foreign language writing as a means of communication. Possession of written speech allows you to actually use the knowledge of a foreign language, being outside the language environment, to communicate with native speakers using modern communication tools: Internet, e-mail, sms, etc. An ability to write personal and official letters, the need to fill in questionnaires, forms of documents motivate students to actively master written communication in a foreign language.

The main part. At present, it is important to allocate two main approaches to learning foreign language writing: product oriented model (product-centered approach) - written voice message (textual approach); a model focused on the process of generating a speech work in a written form (process-focused approach). Considering that at senior courses, great attention is paid to learning how to write business letters, for which the formal characteristics of a text are especially important, it is better to put the first approach as a basic one, that is, from analyzing the sample text (with a gradual decrease in reliance on sample) to create an independent written message. Consequently, the selection of texts is of great importance for teaching business writing. Sample texts should reflect the lexical, phraseological, grammatical features of business writing. The information contained in the texts must meet the following requirements: the presence of novelty in a pragmatic sense, that is, everything new that students learn from the texts should serve as material for understanding the ethno-sociocultural reality, against which intercultural communication takes place; focus on the interests and needs of students.

One of the ways to enhance learning of writing, in our opinion, is to use problem situations. Everyone knows that in order to form communicative competence outside the linguistic environment, it is not enough to saturate the lesson with communicative exercises. It is important to give students an opportunity to think, solve any problems that generate ideas, to reason over possible ways how to solve these problems, so that students focus on the content of their utterance, that the thought should be in the center of their attention, and the language should appear in its direct function - the formation and formulation of these thoughts. Problem situations should be characterized by the natural speech of the participants' behavior in different situations in accordance with their communicative and social attitudes. Another condition for the successful implementation of problem situations is that the trainees have an internal motive, an internal need and interest in completing the task.

To effective ways to enhance learning of writing can be attributed, and the interaction of students. It should be taken into consideration that this method will be effective only in the case of a high individual level of proficiency in a foreign language. The positive effect is due to the fact that the team maintains a creative atmosphere, and can also stimulate an activity of more passive group members. The positive impact of student interaction can also include the identification of new, previously unknown knowledge and information. In addition, online learning detects the effect of the addressee and the presence of audience [1, p. 131].

A business game can also be an effective way to enhance learning in writing - modeling practical production activities and verbal communication with the help of a learning-speech situation with the distribution of roles. The topic of the business games course will introduce students to the elements of the business language with the features of the modern office. In a business game, there is an interconnected learning of business speech and writing. The goals of business games are the development of creative activity and initiative on the basis of joint collective activities, stimulating students' interest in learning a foreign language and striving for self-improvement [2, p. 124].

Additional individual and group classes using information technology, in which students exchange emails, messages with peers from universities in other countries, can be very effective. The organization of such classes will allow to overcome many difficulties in learning the written speech activity. Firstly, the letter serves both as a means and a goal of real communication. Secondly, the topics for written discussion are chosen by the students themselves in accordance with their age and interests. Thirdly, there is an additional opportunity to master various types of organization of written production. Fourthly, working with trainees in the course of such studies also allows using various forms of work - individual and group. In the course of individual work, you can learn new vocabulary in the texts of received messages; repeat grammatical material with each student. The work in «weak-strong» pairs that has been developed spontaneously can be very effective, as the students themselves choose someone who could help them with spelling, constructing a sentence or translating incomprehensible passages of the received message, thus creating an atmosphere of mutual assistance. The results of this work are: increased motivation to learn English; development of writing skills and design of various types of messages; familiarization with additional linguistic and cross-cultural material that goes beyond the curriculum; repetition, consolidation and application of thematic material studied in the classroom; development of skills to perform problem tasks [5, p. 51].

Analysis of textbooks showed that they contain a variety of samples of business letters; however the exercise system needs to be supplemented. The complex of exercises should include receptive and expressive types of exercises; the latter in turn can be divided into reproductive, reproductive-productive and productive. Such classification better reflects the psychological process of mastering the material on the basis of the textual approach and the characteristics of the exercises according to the method of implementation.

Conclusion. In conclusion, it should be noted that it is necessary to further intensify work on teaching students writing, in particular, business writing, due to the following factors: firstly, learning written foreign language will compensate for the lack of business experience in writing in their native language; secondly, such training will enhance motivation to learn a foreign language and the effectiveness of learning process in general.

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MODERN MOBILE TECHNOLOGIES AS AN EFFECTIVE METHOD OF TEACHING ENGLISH

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Резюме – в данной статье мы рассматриваем современные технологии обучения английскому языку, а именно мобильные современные технологии. В частности, были рассмотрены наиболее эффективные и популярные из них, а также выявлены причины их продуктивности.

Введение. Modern educational standards set for teachers of English of higher educational institutions the task not only to form students' foreign language communicative competence, but also to develop their willingness and ability to constantly improve this competence independently. To achieve this goal, teachers are constantly searching and studying modern technologies of teaching English.

Основная часть. Before talking about modern technologies of teaching English, it is necessary to understand what «learning technology» is. This concept was included in pedagogy in the mid-50s. The twentieth century, which can be explained due to the emergence of a new technological approach to the organization of the educational process. Then this concept was associated with the use of technical means of education. Today, along with this concept, such concepts as «pedagogical technology» and «educational technology» are often used, while a clear distinction between these concepts has not yet been established. Great attention was paid to this concept in the studies, by such scholars as: V. P. Bespalko, M. V. Klarin, B. T. Likhachev, V. M. Monakhov, G. K. Selevko, S. A. Slastenin, and so on.

The scientific views of scientists do not always coincide, which indicates the diversity of the concept of «learning technology» («pedagogical technology»). Based on the foregoing, we consider several examples. V. I. Bogolyubov studied the term «pedagogical technology» (from «technology in education» to «pedagogical technology») [2, p.123–128]. At the same time, V. P. Bespalko interprets «pedagogical technology» as a system of means and methods for reproducing theoretically proven educational and training processes that make it possible to successfully achieve the set educational goals. He also understands «pedagogical technology» as a project of a pedagogical system used in the learning process [1, p. 78]. At the same time, B. T. Likhachev believes that pedagogical technology is a set of psychological and pedagogical goals that are able to define a special set of forms and methods, as well as methods and techniques of teaching, educational tools; in its understanding, it acts as an organizational and methodical tool of the learning process [3, p. 104].

Thus, based on the above mentioned, we conclude that the «technology of learning» («pedagogical technology») is a consistent logical system of teacher's actions, which is focused on achieving the goals set by the teacher and is implemented through the use of modern technologies of the pedagogical process that meet the requirements of modern world.

It is modern mobile technologies of teaching English that we consider in this article. It is hard to imagine a modern student without the latest gadgets, which today play the role of a smartphone, alarm clock, player, camera, etc. In the modern world of information technology, there are about 5 billion mobile phones [4]. Today almost everyone has mobile devices; they is a tool for accessing any necessary information. We would like to consider modern mobile gadgets as a means of a continuous process of learning English. Today, there is a large number of applications for learning English, designed for smartphones and iPhones, tablets and iPads, while some of them are really effective and useful. We believe that the study of English through mobile applications is a comparatively new method, which is not only easily accessible, but also interesting and fascinating.

In our classes, we often use electronic dictionaries with voice pronunciation, which reproduce the requested words by native speakers, and often provide two variants of pronunciation - American and British. The most popular and, in our opinion, effective are the mobile applications *Bravolol*, *reDict*, *Cambridge Advanced Learner's dictionary* ... Often when working with authentic materials and teaching materials, students are faced with the problem of translating special terms