

В модели представлены ведущие детерминанты личностного развития и групповой динамики как факторов успешности образовательного процесса учреждения высшего образования с основой на социокультурно-интердетерминистском подходе В. А. Янчука [2, с. 24].

Заключение. Данные современных научных исследований и проектов выявляют важность использования диалогических технологий в образовательном процессе, способствующих развитию ценных навыков общения, а также улучшает образовательный уровень результативности подготовки студентов по образовательным программам. Диалогические технологии требуют от педагогов и студентов понимания того, как диалогическое общение может наилучшим образом использоваться для обеспечения коллективного мышления, обучения и решения проблем. Таким образом, обобщая вышеизложенное, можно заключить: главная дидактическая ценность диалоговой технологии образования состоит в том, что она позволяет управлять познавательной деятельностью студента в образовательном процессе в ходе формирования у них новых понятий, а также будущих специалистов с новым типом мышления, активных, творческих, способных мыслить самостоятельно, смелых в принятии решений, стремящихся к самообразованию.

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THE USE OF LINGUISTIC CORPUS IN TEACHING ENGLISH

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Резюме – в статье рассматривается использование лингвистического корпуса в методике обучения английскому языку. Дается определение понятия «лингвистический корпус», приводятся примеры лингвистических корпусов. Предложены различные методы использования лингвистического корпуса в формировании лексико-грамматических навыков обучающихся.

Ключевые слова: linguistic corpus, teaching English.

Introduction. It is well known that the main purpose of teaching a foreign language is developing a foreign language communicative competence in all its diverse components. It is assumed that as students gradually move from a starting level of language proficiency to a higher level (from A1 to C2 according to CERF), they will be able to understand and to build their speech in accordance with language and cultural traditions of the country that language they are studying. In this regard, we can admit that the correspondence of the student's speech with linguistic norms of the studied language will directly depend on the use of the corpus of authentic texts that serve as prototypes of its speech behavior in real communication. In other words, the more and better the student learns the patterns of speech behavior, the closer to the language norm he will be in his speech statement. The development of Internet technologies has greatly facilitated access to the corpus of authentic texts and allowed using linguistic corpus in teaching a foreign language.

Main part. A linguistic corpus is an array of texts collected in a single system based on certain characteristics (language, genre, time of text creation, author, etc.) and provided with a search engine. The linguistic corpus can include both written texts (newspaper texts, magazines, literary works), and transcripts of radio and television. The organization of the corpus can be very diverse. Depending on the purpose of its creation, the corpus may include texts in a specific language, one or more authors, and literary genres, written in a certain historical period, etc. The entire array of texts in the corpus is systematized. This means that the corpus records the location of each word in the sentence in relation to the other words it also takes into account the frequency of its use in this case. [4] National linguistic corpus - a huge collection of oral and written texts of various genres, styles, regional and social options presented in the language and interesting for learning the language. The national linguistic corpus serves for the study of vocabulary and grammar of the language, as well as to track the slightest changes in the language. Grammar reference books and academic dictionaries are created on the basis of the national corpora. [4]

Concordance is a program that allows us to analyze large text arrays for detecting usage of words or expressions. Concordance searches for the requested word in the corpus and displays several fragments in new window sentences from different texts that use this word or expression. Based on the results of the concordance we can both understand the meaning of this word from the context, and conduct an analysis of its use in the language. [4]

On the Internet, there are many corpora that can be used to analyze word usage or grammatical structure. British National Corpus (<http://corpus.byu.edu/bnc> and <http://www.natcorp.ox.ac.uk/>) today is considered as a reference for most modern corpora. The volume – more than 100 million words, 90% of which correspond to written text, 10% – oral. Search for this corpus is available on websites. [2] The Oxford English Corpus (<https://www.sketchengine.eu/oxford-english-corpus/>) is the largest corpus has been ever created. It contains more than 2 billion words and reflects the state of modern

English on the entire territory of its distribution. The corpus contains texts, created since 2000, the main part is made up of materials posted on the Internet. Also, a number of texts on paper, in particular, technical instructions, articles from newspapers and magazines, works of fiction are included in the Oxford English Corpus. This corpus is used to Oxford University Press compile dictionaries. [5]

Due to the fact that the linguistic corpus is a collection of various texts and the concordance program allows us to identify the location of specific words and expressions in text arrays, the most widely used for methodological purposes, the linguistic corpus can be obtained while developing lexical and grammatical skills of students. The development of lexical and grammatical skills based on the use of linguistic corpus is possible only within the framework of the problem approach. In contrast to the widespread reproductive approach, the didactic essence of which is the passive acquisition of information by students, problem approach allows us to activate the speech activity of students and students in the process of forming language skills and developing speech skills. As a result of the implementation of the problem approach, students turn into discoverers, creators, and co-authors of language programs. The problem method of teaching English grammar allows us to create conditions for more effective development of grammatical skills. Instead of ready-made grammar rules, students receive fragments of texts in the target language from the teacher within selected grammatical rules. Students are encouraged to study the data themselves the examples and formulate the rule. After that, they can get acquainted with the description of the rule being studied in a textbook or grammar reference, compare it with their own and proceed to use the new structure in communication-oriented tasks. The same method can be used when teaching grammar or vocabulary based on linguistic corpus. However, instead of ready-made printouts with situations of using a specific word or grammatical time students themselves refer to the Internet version of the linguistic corpus, search for and process data. This will allow students to form the necessary strategies for language education and self-education. Let's consider some possible tasks to develop lexical and grammatical skills of students based on the use of linguistic corpus: to determine the meaning of words; to study polysemy; to study cases governed by a verb; to compile; to study grammar tenses; to identify differences in the use of words that are similar in meaning.

Conclusion. It should be noted that the linguistic corpus and the concordance program can significantly optimize the teaching process of a foreign language. On the basis of linguistic corpus, we can create many tasks of a problematic nature to stimulate research. However, the teacher needs to remember that not all aspects of vocabulary and grammar can be effectively taught using the corpus, as well as not in any training group, problematic tasks of a search and research nature will be successful. In many ways, the linguistic corpus is a tool for teachers to solve educational, methodological, and scientific problems.

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ИСПОЛЬЗОВАНИЕ КОМПЬЮТЕРНЫХ ПРОГРАММ НА ЗАНЯТИЯХ ИНОСТРАННОГО ЯЗЫКА

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Resume – this article is devoted to huge motivational potential of learning foreign languages with the help of computer programs. Much attention is given to a detailed analysis, advantages and disadvantages and peculiarities of the most appropriate programs.

Ключевые слова: упражнение, компьютер, программа, язык, преподавание, ресурс, совершенствование, навык, иностранный, лексика, грамматика, фонетика, изучение, возможность.

Введение. Сегодня мы являемся свидетелями процесса инновационного поиска в языковом образовании. В наше время доминирующим способом образования можно считать именно инновационный способ, что вполне согласуется с общими тенденциями. Опираясь на многочисленные исследования, посвященные осмыслению возможностей компьютера, и на свой опыт преподавания иностранного языка, можно констатировать, что компьютер способен значительно повысить эффективность преподавания иностранного языка и обеспечить переход на новые педагогические технологии [1, с. 45].