

tation of these ties. Belarus entered this process in 2015, but complete integration has not yet taken place. This affected all educational institutions in the country, that is, it had global consequences within the country.

However, Baranovichi State University has its own regional features associated with the Bologna process. Thanks to the Bologna process, academic mobility of BarSU teachers in 2015—2016 was implemented as 20 participants worked in the framework of the ERASMUS+ project, republican projects of the BRFFR. University staff took part in seminars of international projects in Jelgava (Latvia), St. Petersburg (Russia), Kaliningrad (Russia), Krakow (Poland), Tambov (Russia), Baku (Azerbaijan), Warsaw (Poland), Jarna (Sweden), and Biala Podlaska (Poland).

The partners of BarSU (in the direction of academic mobility of students and teachers) are the Latvian Agricultural University, the Zoological Institute of the Russian Academy of Sciences, the Baltic Federal University, Krakow Academy of Andrzej Frych Modzewski, Tambov State University, Smolensk State University, Moscow State University for the Humanities and Economics, Catholic University, Bialystok Technical University, International University for Economics and Humanities [4].

Conclusion. Thus, the globalization process has its own tendencies. Glocalization occurs in any culture. As contacts with the outside world expand, the emphasis is shifting more and more to the “local” component rather than the “global” one. Using the example of Baranovichi State University, we can see the main features of this phenomenon, which includes the influence of global trends on the higher education system and the regional characteristics of the university.

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VISUALIZATION IN THE EFL-LESSON IN MODERN BELARUSIAN SCHOOL

Introduction. The scientific novelty of the results obtained during the research is defined due to the fact that the given research is the first to analyze the effectiveness of a tailor-made visualized narrative as a part of EFL-lesson plans for modern Belarusian school.

The aim of the research is to investigate the ways in which visualized character images as a narrative component can be properly selected and incorporated into an EFL-lesson plan and the positive effects they have on the individual learners and the classroom community.

The aim predetermines the following minor objectives:

- 1) to give a brief overview of the previous studies on narratives in general and on using story-telling in the EFL context;
- 2) to study a selection of English coursebooks used in modern Belarussian school (printed in Belarus and abroad) so as to define the frequency of using images of characters as a narrative component of the EFL-lesson, to classify the images used for teaching purposes according to their narratological types and particular didactic functions;
- 3) to arrange a target audience questionnaire among young Belarusian learners of English so as to establish the type of character they would like to interact with at the lesson and the aspect of a foreign language they would prefer to be taught by means of using visualized character images as a narrative component of the lesson;
- 4) to produce a series of comics and short films with the chosen character to be used as a part of EFL lesson plans designed specifically for teaching the necessary aspect of the English language to the 6th formers.
- 5) to conduct a pedagogical experiment to find out the effectiveness of using visualized imagery as a means of teaching English grammar to Belarusian schoolchildren of the 6th form, taking into consideration individuals as well as classroom community in general.

Main part. Story-telling is one of the oldest of all art forms dating back to prehistoric times. It is no surprise that narratives are still very much alive today as part of our everyday lives and popular with people of all ages. The 80s of the XX century marked the beginning of the so-called “narrative turn” in social sciences, which is based on the assertion that “the functions of various forms of knowledge can be understood only by means of studying their narrative nature” [1]. Since then various aspects of narrative have been studied not only by narratology (the theory of narrative) and linguistics, but also by such branches of knowledge as medical science, law, history, philosophy, anthropology, culture studies, theology, sociology and teaching methodology.

Our research was dedicated to the analysis of visualization as a narrative component of English coursebooks in modern Belarusian school [2—5].

On the first stage of our research we analyzed and gave a brief overview of the previous studies on narratives in general and on using story-telling in the EFL context. Having analyzed the works of leading narratologists such as I. V. Trotsuk, Percy Lubbock, Gordon Pradl, Roman Jakobson, Vladimir Propp, Arthura Danto, R. Schank, Félix Lambert, E. Segel and J. Heer, we developed our own typology of narrative instructions applicable to the analysis of coursebooks. It includes the following key points:

1. Narrative about personal experience.
2. Narrative of other people.
3. Picture stories.
4. Fun time.

On the second stage, after analyzing British and Belarusian coursebooks, we came to the conclusion that the narrative component is used in all types of speech activity and aspects of the language. You can see the amount of narrative exercises in British and Belarusian coursebooks on the screen. You can look through detailed information in the tables “Comparison of Belarusian and British coursebooks” (give handouts). As you see, there are less narrative exercises in such aspects of the language as pronunciation and grammar. Therefore, after interviewing students, we have found out that grammar is the most complicated aspect of language for them and come to the conclusion that we should create a visualized product that will help students increase their motivation to learn grammar and allow them to improve their understanding of the grammatical material.

Based on this, students were invited to participate in a drawing contest for the best character to use in their English coursebooks. An on-line voting was conducted and as a result 58.5 % of 6th-formers chose Axel.

Next, we developed scenarios and filmed videos, developed a series of comics for the subsequent pedagogical experiment. The experiment embraced six-grade students.

During the experiment, 3 different groups of students were presented the same grammatical material in different ways: through videos, through comics and through the explanation of grammar by a teacher. We have chosen such grammar material as:

1. Differences in use of structure to be going to and Future Simple.
2. Use of the Gerund after the verbs like, love, dislike, hate.
3. Formation and use of Past Continuous.

This grammar material has been chosen because it is studied in the 1st term of the 6th form and “Differences between *to be going to* and *Future Simple*” was recommended to revise as the material that was independently studied by students themselves in the times of coronavirus quarantine lockdown.

After all the groups of students have done the same generalized achievement test, on the third, final, stage of our research, we analyzed the effectiveness of using visualized imagery as a means of teaching English grammar to Belarusian schoolchildren of the 6th form and came to the following conclusion. Higher results were shown by the groups in which the suggested comics and videos had been used to explain the grammatical material. The average score in these groups rose by 0,5—1 points. While the average score in the control group rose only by 0,2 points.

In our opinion it can be explained by the fact that modern children have more developed visual memory rather than other types of memory. In a personal conversation the students said that when they took the test, they recollected the pictures from the comics and the fragments from the videos, which helped them navigate a certain rule.

Conclusion. So, taking into consideration everything foregone, we can conclude that visualization contributes to better comprehension of a grammatical material. And we hope that the results of our research will be taken into account when adjusting the textbook for six-graders, and the comic hero we have created will be used as one of the tools to visualize a grammatical material.

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