

- Как начинается и протекает рабочий день шеф-повара?
- Что должен знать шеф-повар, чтобы хорошо выполнять свою работу?
- Люди каких профессий работают в опасных ситуациях, таких как пожар, авария, катастрофа? В чем заключается их работа?

На просмотром этапе учащимся предлагаются следующие задания:

1. Посмотрите отрывок из сериала *Chicago Fire* (Пожарные Чикаго) (в отрывке показана работа пожарных, спасателей, полиции и paramedics, спасающих людей из огня), перечислите представителей профессий, которые вы там видите.

2. Опишите главных персонажей киноотрывка и их работу.

3. Опишите атмосферу отрывка и как она влияет на людей и их работу.

4. Организация работы в группах: выберите одну из профессий и проанализируйте, в чем проявляются плюсы и минусы этих профессий? Какими качествами должны обладать люди этих профессий?

5. Посмотрите отрывок из фильма *Chef* (Шеф), скажите, что должен знать шеф-повар, чтобы хорошо выполнять свою работу?

6. Как начинается и протекает рабочий день шеф-повара? Какая атмосфера была показана в отрывке?

7. С какими людьми имеет дело шеф-повар? Какие плюсы и минусы у этой профессии?

8. Какой из фрагментов произвел на вас наибольшее впечатление? Почему?

На послепросмотровом этапе учащиеся выполняют следующие задания:

1. В группах: описать главные характеристики, которыми должен обладать представитель одной из выбранных профессий.

2. По аналогии с киноотрывком составить свой рассказ о выбранной профессии, описав ее положительные и отрицательные стороны, выразив собственное мнение о ней. На работу дается 1–2 минуты, чтобы представить свою информацию.

Такие виды работы с киноотрывком, предполагающие неоднократное проговаривание учащимися различных суждений, позволяют научиться строить высказывания не только на материале киноотрывка, но и на собственных знаниях и мнениях других учащихся, что способствует созданию условий функционирования естественной речи и порождению неподготовленного, творческого высказывания. Эта работа должна быть системной и поэтапной.

Опыт показывает, что наиболее оптимальна для организации работы по формированию навыка неподготовленного высказывания демонстрация в рамках одного занятия (45 минут) 1–3 киноотрывков продолжительностью 2–5 минут каждый по определенному алгоритму.

Заключение. В результате обучения с использованием аутентичных киноотрывков учащиеся научились высказывать свою точку зрения, анализировать события; овладели способами интерпретации аутентичного киноотрывка; усвоили языковые, географические, исторические и культурные реалии, встречающиеся в аутентичном киноотрывке; овладели навыками интерпретации полученной информации в устно-речевой форме.

Применение аутентичных киноотрывков разнообразило тематику естественных бесед, были созданы условия развития познавательной и мыслительной деятельности учащихся, усилилась мотивация к устной иноязычной деятельности. Эффективность применения аутентичных киноотрывков определяется методически обоснованными критериями отбора киноотрывков, системой упражнений для обучения неподготовленному высказыванию.

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NEW TECHNOLOGIES IN ORGANISING STUDENTS' INDEPENDENT LEARNING ACTIVITY BY MEANS OF A FOREIGN LANGUAGE

Introduction. Recently, interest in foreign languages has become more evident. This interest is facilitated by the process of globalization, thanks to which the growth of political and economic ties and contacts between countries has greatly increased. This phenomenon could not affect all spheres of society, and above all educational process.

The main goal of teachers of a higher education institution is to graduate specialists with good knowledge that they can apply in their future professional activities. But it is not enough for graduates to have good knowledge in their specialty; they must also be able to communicate in a foreign language with their business partners. A modern specialist should be fluent in at least one foreign language.

Main part. Teaching a foreign language is inseparably connected with the planning and organization of students' independent learning activity. The role of independent work has greatly increased lately. The problem is that recently the number of hours devoted to classroom work has been greatly reduced, and in some specialties even to once a week. Therefore, the teacher has to use various forms of organizing students' learning activities in order to fulfill the curriculum and, first of all, of course, to give knowledge to the student. One of the effective ways to organize student activities is independent work.

Independent learning activity involves shaping the creative personality of a specialist who is capable of self-development, self-education, and innovative activity. Independent learning activity is understood as a type of cognitive activity regulated and managed by students as a subject of this activity and aimed at mastering subject knowledge and skills. The use of independent work in teaching a foreign language is effective, as it contributes to the formation of a number of skills such as:

- Independent search for the necessary information for thesis, scientific articles;
- Writing thesis and reports for presentation at scientific conferences;
- Review of foreign-language materials and Internet articles in the specialty;
- Use of Internet resources to obtain information [1].

The students of the Faculty of Marketing, Management, Entrepreneurship of BNUT annually participate in the Republican and international conferences and conduct active publicist activities, effectively applying the knowledge and skills gained in the learning process.

In the process of independent learning activities, students learn to find authentic materials in a foreign language on a given topic, process these materials, that is, extract the necessary information, analyze it, and then present the results of their research to the audience. These skills are of particular importance for professionally oriented teaching of a foreign language at an institution of higher education.

The effectiveness of the organization of students' independent learning activity and its activation largely depend on the applied pedagogical education technologies. Traditional technologies (for example, case-study technology, design, modular, rating technologies) as well as modern technologies can be actively used. Modern computer technologies provide a wide range of possibilities for learning a foreign language.

New educational technologies have emerged on the basis of a variety of computer products and technical innovations. These are information and communication technologies which provide a great number of advantages and possibilities of organizing students' independent learning activities. One of the greatest advantages, in our opinion, is that these technologies provide access to authentic resources which can be used both in and outside the classroom [2, p. 73]. They help the teacher to efficiently and effectively organize the independent work of students. It is very important that students have the opportunity to learn a modern foreign language through new information technologies and have access to a large number of articles in their specialty in a foreign language, videos, and podcasts.

Trying to keep up with the requirements of the modern society, teachers all over the world actively use information and communication technologies in the educational process. One of the most popular teaching methods is electronic presentations. Their use allows for an individual approach and increases the effectiveness of students' independent learning activities. The use of electronic presentations helps the learner to receive additional information on the specialty in a foreign language, and expand their knowledge in the subject being studied [3, p. 90].

In order for the student to prepare a good presentation, the teacher must set a goal; determine which aspects will be practiced. One of the important goals of the students' independent learning activity is the formation of the ability to find authentic materials in a foreign language on a particular topic, the ability to extract the necessary information from the material and correctly present it to the audience. These skills are an integral part of professionally oriented teaching of a foreign language at university. Among many computer programs, the most popular one is the Microsoft Power Point program, which provides users with sample opportunities to prepare multimedia presentations. This program is successfully used both in practical classroom studies and in students' independent learning activity.

Conclusion. Thus, we can conclude that the use of new information technologies improves the quality and efficiency of the educational process, in particular, the organization of independent learning activities of students, increasing their cognitive activity by means of a foreign language. The skillful use of information and communication technologies allows studying a foreign language at an individual pace, increasing the independence and responsibility of students.

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COMMUNICATING WITH THE WORLD OR VIDEO NEWS AS A STARTER IN BUSINESS ENGLISH CLASS

Introduction. It is hard to deny the importance of online video resources in developing communication skills and acquiring new vocabulary as well as cross-cultural competencies.

Some powerful changes have had their impact on our teaching routine and given rise to some refreshing approaches to teaching Business English in particular. Among them availability of various online video materials should be mentioned as well as the ease with which the ICT (Information Communication Technology) can facilitate their application in the classroom.

Main part. Since today's students are obviously better equipped for acquiring knowledge and skills based on integrating online resources into the language classes, teachers can apply BBC video news as systematic warm ups to create English environment and involve students into subsequent analyses and group discussion.

Any starter offered has the only purpose to provoke appetite and facilitate further digestion. That is why carefully selected activities at the beginning of the lesson deserve more attention and could serve as a good alternative to a notorious checking home task. Here come a number of questions. How to tap multiple interests and intelligences of today's students? How to plunge them into the foreign language environment softly? Why not let some fresh air into the classroom using online news resources. They can set the tone of the lesson; provoke interest and deeper focus on English. This activity can often result in a lively group discussion or even dispute.

Still there is a lot of evidence that students might have difficulties in authentic video comprehension due to the lack of efficient strategies but mostly to persistent training. The hardships to overcome include video perception and diffused focus on presented material, very often due to mobile phones at hand. Video perception refers to active and very complicated mental processes (interactive and interpretive). Strong focus (which should be well-grounded in their interests) is required in order to recognize a certain amount of vocabulary and grammar patterns, to separate each utterance into small meaningful units, where the visual content is of great help.

Using video news in business English class as a starter helps to handle the above difficulties, as it not only grabs students' attention but also helps to focus, triggers anticipation, decreases anxiety and tension, thus relaxing them for subsequent group communication activities. Students need to keep all of the components in short-term memory before retrieving background knowledge. On the other hand, video news increase memory of content as they create memorable visual images and foster speedy learning. Finally, they inspire and motivate students for self-study, which the internet makes easily available nowadays [1].

The Internet is an efficient provider of authentic audio and video files for teaching practices. Here comes the problem of selecting materials. They should meet some requirements, namely, they primarily need to be authentic, relevant, interesting, selective and efficient.

The Internet resources have a number of advantages, such as opportunities to pause at will, and repeat the episode or to download subtitles if necessary. A teacher of English can choose from a rich variety of news sites, which offer a good menu to choose from for a starter. *The BBC News* (<http://www.bbc.com/news>). It has proved to be very efficient, especially for upper-intermediate learners. It is number one choice to grab students' attention; to decrease anxiety and relax students; to achieve strong focus; to trigger anticipation; to inspire and motivate students; to create memorable visual images in order to fix the information in short-term memory and so on. It stands out for plenty of advantages. In addition to exciting up-to-date stories, each video lasts no more than 2—3 minutes and is supplied with a short review, which can help the students with the story background and useful vocabulary at preliminary stage.

Breaking News English (<http://www.breakingnewsenglish.com>). This site can be recommended for work outside the class as well. It gives free access to recent news in all spheres, worksheets and audio files in addition. It is also an extra source of fresh business articles.

Monthly News Digest Online (<http://www.englishclub.com/listening/news.htm>). Monthly News Digest Online designed to provide numerous audio feeds, texts, and exercises for comprehension check.

Teaching strategies in integrating BBC news. First of all they should be targeted at psychological support helping the student to accept the fact that he or she is not going to understand everything, to stay relaxed when they continue to not understand for a long time, to avoid translating into native language as understanding English is efficient only in English.