

5) Уделять большее внимание развитию общения на иностранном языке, соблюдая тем самым коммуникативный метод обучения, для чего необходимым является изучение коннекторов (слов-связок), ведение тетрадей для тем, не заучивание отдельных слов, а заучивание целых фраз, т.е. слова в его наиболее употребительном контексте, всё это, по собственным наблюдениям, содействует обучению общению на иностранном языке.

Выводами данной работы могут послужить практические рекомендации выпускникам филологических специальностей, перечисленные возможные трудности, с которыми могут столкнуться молодые специалисты, а, так же, пути их решения. Молодой учитель должен чувствовать постоянную поддержку опытных наставников: администрации, председателя методического объединения, учителей-коллег, классных руководителей и психологов.

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### USAGE OF AUTHENTIC MATERIALS AT THE ENGLISH LESSONS AS MEANS OF FORMATION CULTUROLOGICAL FOREIGN LANGUAGE COMPETENCE

**The relevance of the research** is determined by the insufficient development problems of formation of the reader's horizons senior pupils by means of literature of the country the language is spoken. Consequently, the principles of selection of authentic literary texts are studied enough to work in high schools, gymnasiums and schools with intensive study of English language and development tasks aimed at achieving this goal. The chosen topic is relevant in the light of modern trends of humanization education as a solution to this problem is impossible without its connection with the culture, which is part of the fiction. In figurative statement of Stefan Zweig, "the grace or the gift to think broadly and freely, with many branches, magnificent, the only sure way to see the world is not the one, but in many ways given an inheritance only to those who are beyond their own experience has absorbed the experience of many countries, peoples and times, collected and stored the books" [3, p. 210] in reading, students are attached to the new world for them, begin to focus it, learn to identify universal values and, finally, to get satisfaction from the process of reading. "The satisfaction of cognitive interest and is developing intelligent positive feelings" [3, p. 216].

Reading authentic literary texts at the senior stage of secondary school will help to meet the cognitive interests by high school students, as a result, they will get acquainted with a completely new for most of them in literature, the classic and modern literary texts. We are interested in the reader's horizons school student in connection with the study of a foreign language and the formation of his ideas about the language is spoken through the language and literature. It is known that current high school students are not always aware of the importance of reading, read a little, often only popular and educational literature and art of the native and world literature do not always choose really the best examples. this is just an entertaining read frequently, orienting teenagers on ease of reading to read. Solving this problem, the teacher of a foreign language in the first place, high school student attaches to the true values of the world literature on the basis of formation in personal communion with her needs; secondly, promoting the full perception of reading, cultivating creative reading, developing student personality; Thirdly, it considerably enhances the communicative competence. Thus, the formation of the reader's horizons senior pupils by means of literature of the country the language is spoken is a meaningful impact on the content and nature of reading through the various forms and methods of work on the expansion of knowledge. Selecting the research topic stems also from the modern concept of foreign language teaching that places the center of the learning process the stu-

dent's personality and the creation of conditions in which this person develops his natural strength, the ability to work and creativity. In addition, at the present stage to methodists and teachers working at high school there is the task to conduct a dialogue of cultures, possible only under condition of acquaintance with these cultures. Developing authentic literary texts of the country of studied language pupils will contribute to solving this problem as much background knowledge will join seniors, knowledge of non-equivalent vocabulary and phraseology of the language, reflecting the national culture and national character. The dialogue of cultures is also born in the process of comparing the authentic literary texts with artistic texts known to students of Russian literature and in the process of comparing the sociocultural experience of the people speaking in the target language, with its own social and cultural experience. The use of authentic literary texts for the formation of the reader's outlook is in line with modern requirements techniques, in accordance with which the training materials should contribute to the expansion of language comprehension and experience of the students of foreign language culture; provide psychological soundness and highly motivated learning; meet the main goal of learning - developing the ability of students to intercultural communications. Authentic literary texts are such instructional materials. Many teachers of the foreign language would like to use authentic literary texts in the classroom in high school, but the available materials for home reading for the most part either outdated or not fully comply with modern requirements. Often it is only the anthology, in drawing up the principles which, in our opinion, is not always traceable system. Works in other benefits, as a rule, focus only on the reading comprehension test and development of lexical skills, and not on the personal development of the senior pupil, the disclosure of its creative potential and the formation of the reader's horizons. In addition, the text in these manuals adapted for educational purposes, by virtue of which lost their ability to form students' horizons by deep penetration into the language and national culture. The ultimate object of study is the process of formation of the reader's outlook of senior pupils in the course of work on the authentic artistic texts in English lessons (and / or English literature). In the more traditional method usually distinguished 3 stages of work on any text: before-reading step (step of anticipation), the text stage after-reading stage. Obviously, after-reading phase will be presented when the text is seen not so much as a means of formation of abilities to read, how to develop productive skills in writing or speech, but in simple terms, the ability to speak and write in a foreign language. Thus, whatever approach we have not adhered to, the sequence of the text is similar to the following: before-reading exercise (Vocabulary work), the concept of control of the content (text stage), the control concept of the important parts of the text (analysis and evaluation, after-reading stage), literary analysis stylistic features of the text. The need before-reading exercises and literary analysis of the text is still controversial, but probably need to use something, and the other in that job were possible more varied and harmoniously developed all kinds of speech activity. Working with pupils with different types of texts it can be noted that the pupils become better read in a foreign language. Reading plays a big role in a person's life, as it allows a person to meet the personal individual abilities. It also serves as a basis for improving other types of speech activity. Interesting for the senior authentic artistic text increases his motivation to study a foreign language as a vehicle of cultural urological information conducive to the satisfaction of their cognitive needs, promotes communication, provides an increase in the level of ownership language [2]. Subject of research - the selection principles and methods of work with authentic artistic text in the upper grades of the new type of school in order to form the reader's horizons, in a new social situation requiring the ability to teach teens to engage in dialogue of cultures.

Thus, **the aim of our study** is to determine the principles of selection the authentic material, aimed at the formation of the reader's outlook of senior pupils in the course of work with authentic texts at the English lessons. In accordance with this aim, it was necessary to solve the following **tasks**:

- analyze national and foreign literature on the subject of research;
- analyze the current situation in foreign language teaching in the country in general and in the schools of a new type, in particular;
- theoretically justify the need for recourse to an authentic artistic texts in English classes in high schools as a means of formation of the reader's horizons of students and as a starting point for exciting in them a living, sincere interest in the foreign language culture, attracting their attention and nurturing respect for other, compared with their own, outlook and attitude to develop the intellectual, cultural and moral potential of the person of pupils;
- explore the degree of psychological, linguistic and intellectual readiness of senior pupils to work with authentic literary texts;
- justify the principles of selection of authentic literary texts and to give an example of such a selection;

**The scientific novelty of the work** is as follows:

- ✓ the expediency of inclusion of authentic literary texts in language training high school students with the installation of the formation of the reader's horizons, develop their communicative and intercultural competencies in the dialogue of cultures;

✓ developing principles for selection of authentic literary texts of various genres to work on English lessons in the senior classes of a new type of schools to develop their readers' horizons;

**The practical significance of this study** is to develop a collection of materials with a set of exercises for 5–7, 8 9, 10–11 classes. The collection brings together the stories of different authors and different styles. Each of the stories is accompanied by tasks that help to understand the content well. Brief biography of the author is preceded by a series of jobs in three parts. Tasks before the text are performed at the initial stage of the work and prepare the reader for the main narrative perspective. Tasks performed in the process of reading, allow to clarify the details, reveal the author's intent and to better understand the internal structure of the narrative. Tasks after the text jobs serve to push the students to be creative. We hope that working with this book will motivate students to continue the exciting journey into the world of the English language by reading stories. Introduction to English literature in the formation of the reader's horizon broadens students' representation of the language is spoken, helped to better understand the English national character, significantly deepen background knowledge, thus contributing to the formation in their intercultural competence. As a result, students learn to know the reality - as their own, and others', to understand the thoughts of others and express their own, to see, hear and appreciate the linguistic and cultural diversity of the world. Through an understanding of other literature, mentality, students have come to the realization of the national mentality, as well as to understand the similarity of people from different countries in their major manifestations of personality, which is the basis of the ability to create a common world in the dialogue of cultures. Dialogue of cultures contributed to the development of personal qualities of senior pupils as emancipation, creativity, independence, social interaction.

All this suggests the desirability and importance of the inclusion of authentic literary texts in the educational process at the senior stage of foreign language teaching in secondary schools, gymnasiums and schools with intensive study of foreign languages and the correctness of the chosen strategy. The results of the study should be undertaken to promote the establishment and development of methods of working with authentic literary texts, to form readers' horizons of students. Formation of reader's horizons seniors will help address the critical issues of education through a foreign language.

Working with different types of texts in a foreign language, it can be concluded that they help pupils to go deeper into the psychology of national character, to better understand the history and culture of the target language, the language to expand horizons, to increase the interest to learn the language and improve their language competence. And, for

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#### **РЕАЛИЗАЦИЯ МЕЖПРЕДМЕТНЫХ СВЯЗЕЙ В ПРАКТИКЕ ПРЕПОДАВАНИЯ НЕМЕЦКОГО ЯЗЫКА**

Реализация межпредметных связей способствует достижению большего эффекта в общем развитии учащихся, в гармоничном развитии всех сфер их интеллектуальной и эмоциональной деятельности. Основное значение межпредметных связей состоит в том, что они дают возможность увязать в единую систему все знания, получаемые по различным учебным дисциплинам, а также получать новые знания на основе этих связей.

На мой взгляд, активное применение на уроках иностранного языка знаний по другим учебным дисциплинам, изучаемым в средней школе, является мощным мотиватором изучать как сам иностранный язык, так и другие предметы; расширяет и углубляет знания учащихся как по иностранному языку, так и по многим предметам школьного цикла. А ведь, как известно, качество обучения во многом зависит от того, насколько оно мотивировано в глазах учащихся. Не всегда ученик, да и сам учитель, имеет возможность применить на практике свои языковые навыки и умения: в наибольшей степени мы пытаемся говорить на языке либо на уроке, либо, что не часто, на отдыхе, либо, что бывает редко с носителями языка, которые посещают наш город или школу. Другими словами, в школе часто