

на основе критериев, включающих оценку 1) содержания сайта (для кого предназначен сайт, какова цель Интернет-страницы, насколько полно информация на сайте освещает обсуждаемый вопрос, в чем ценность информации и др.); 2) источника и данных, представленных на сайте (насколько авторитетен разработчик данного сайта, когда выполнялось последнее обновление сайта, насколько надежны ссылки и др.); 3) структуры сайта (как выглядит графический дизайн сайта, соответствует ли написание текста правилам грамматики, имеются ли прямые ссылки на поисковые системы и др.) Учитель же при этом становится руководителем, координатором, консультантом, к которому обращаются как к эксперту и авторитетному источнику информации.

Таким образом, грамотный отбор учебных Интернет-ресурсов является неотъемлемой частью методики использования информационно-коммуникационных Интернет-технологий в процессе обучения иностранным языкам, предполагающей иное понимание сущности учения и обучения, роли учителя и учащихся в учебном процессе и специфики их взаимоотношений, оснащения рабочих мест.

Литература

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MEANS OF SYNTACTIC EMPHASIS IN MODERN ENGLISH

Emphasis is a rhetoric dictating that important elements are given important positions and adequate development whether in the sentence, the paragraph, or the whole composition. Any student of English is to know how to make everyday communication and written speech emotionally coloured, bright, persuasive and logical.

There are a number of means to add emphasis to sentences in Modern English and to express opinions, to disagree, to make strong suggestions, to express annoyance. Among them we may find: fronting, inversion, cleft sentences, pseudo-cleft sentences, emotive emphasis and repetition.

Fronting is a stylistic device according to which elements which are usually found after the verb (i.e. in post-verbal position) can be moved forward to the beginning of a sentence to give them greater prominence.

There are different variations of fronting:

- Fronted objects and other nominals: *Some things you forget. Other things you never do.*
- Fronted predicatives: *Far more serious were the severe head injuries; in particular a bruising of the brain.*
- Fronted infinitive predicates: *Work I must, and for money!*
- Fronted -ed- and -ing-predicates: *Standing on the sand is a beach hut built like a mini mosque.*
- Fronting in dependent clauses: *Astounded though she was, Francesca was thrilled and excited.*
- Fronting in exclamations: *How delightful her manners are!*

The main discourse functions of “fronting” are: 1) organizing information flow to achieve cohesion (i.e. linking directly back to something that was said before); 2) expressing contrast; 3) enabling particular elements to gain emphasis. [1, p. 900]

There are two main types of inversion:

- subject-verb inversion or full inversion, where the subject is preceded by the entire verb phrase:

On one long wall hung a row of Van Goghs.

- subject-operator inversion or partial inversion, where the subject is preceded by the operator rather than by the main verb or a full verb phrase:

Scarcely had I got out of bed when the doorbell rang.

Subject-operator inversion, or partial inversion, differs from subject-verb inversion in a number of ways:

- Inversion may occur with both transitive and intransitive verbs. Especially with the former, there is often a weighty predicate occupying end position in the clause.

- The opening elements triggering subject-operator inversion are much more restricted.

- Inversion is obligatory where the triggering elements are found and occurs both with light-weight unstressed subject pronouns and with noun-headed subjects. [1, p.915]

A special construction which gives both thematic and focal prominence to a particular element of the clause is the cleft sentence, so called because it divides a single clause into two separate sections, each with its own verb.

Most cleft sentence statements begin with the pronoun *it* followed by the verb *be*, which in turn is followed by the element on which the focus falls. From a single clause such as *He gave this letter to Robert yesterday*,

it is possible to derive four cleft sentences each highlighting a particular element of the clause:

Subject as focus: *It was he who/that gave this letter to Robert.*

Direct object as focus: *It was this letter (that) he gave to Robert yesterday.*

Adverbial modifier of time as focus: *It was yesterday (that) he gave this letter to Robert.*

Indirect object as focus: *It was to Robert (that) he gave this letter yesterday.*

The cleft sentence unambiguously marks the focus of information in written English, where intonation is absent. The highlighted element has the full implication of contrastive focus. Thus each of the above sentences has an implied negative, which can be made explicit, as in the following examples:

It wasn't his mother, but he, who/that...

It wasn't the book, but the letter...

The verb does not occur at all as focus, but the restriction is sometimes circumvented by using the verb in a non-finite form and substituting *do* for it in the second part of the sentence:

It's teaching that he does for a living.

The clause of a cleft sentence is usually interpreted as “known” information, known either to the hearer or by people generally. [2, p.276]

Like the cleft sentence proper, the pseudo-cleft sentence makes explicit the division between given and new parts of the communication.

e.g. *It's a good rest that you need most.*

A good rest is what you need most.

The pseudo-cleft sentence occurs more often, however, with the *wh*-clause as subject. And it is less restricted than the cleft sentence in that, through use of *do* as pro-form, it permits marked focus to fall on the verb or predication:

e.g. *What he's done is (to) spoil the whole thing.*

In other respects, the pseudo-cleft sentence is more limited than the cleft sentence. Only with *what*-clauses does it freely commute with the cleft sentence construction. Clauses with *who*, *where*, and *when* are sometimes acceptable, but mainly when the *wh*-clause is subject-complement:

e.g. *The police chief was who I meant.*

Here is where the accident took place

Such syntactic devices as exclamations, the persuasive *do*, interjections, expletives, and intensifiers, including the general clause emphaziers such as *actually*, *really*, *only* and *indeed* are special cases of emotive emphasis used to convey various stylistic effects.

Repetition is a major rhetorical strategy for producing emphasis, clarity, amplification, or emotional effect. As it is said, repetition is not the death of the soul. When something is repeated, you are more likely to remember it.

Thus, in Modern English there is a variety of means of syntactic emphasis which a student is either unaware of or unable to use to full capacity. We should urge students to make appropriate use of them so that the emotional requirements of communication could be achieved.

Литература

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УЧЕБНО-МЕТОДИЧЕСКИЕ АСПЕКТЫ ОПТИМИЗАЦИИ ОБУЧЕНИЯ СТУДЕНТОВ ИНОСТРАННЫМ ЯЗЫКАМ В НЕЯЗЫКОВОМ ВУЗЕ

Теоретические и экспериментальные исследования, данные базисных для методики наук, обобщение опыта преподавания иностранных языков в вузах позволяют выделить некоторые существенные методические положения обучения иностранным языкам в высшей школе. К таким положениям относятся:

- 1) единство практических, воспитательных и образовательных задач в обучении иностранным языкам;
- 2) коммуникативная основа преподавания иностранного языка;
- 3) комплексно-аспективный подход в организации материала;
- 4) сознательная основа овладения иностранным языком;
- 5) учёт специфики каждого вида речевой деятельности и их взаимодействие в учебном процессе;
- 6) интенсификация учебного процесса.

Изложенные положения базируются на принципе воспитывающего и развивающего обучения, который имеет особое значение для высшей школы в силу специфики возраста обучаемых, их сознательного отношения к определению своих жизненных, профессиональных, нравственных позиций, идеалов и целей.

В этом плане основными составляющими успешного овладения иностранным языком являются: