

яркость, красочность, доступность материала. Участники проекта показали высокий уровень владения русским языком.

Необходимо отметить, что проект представляет собой работу, в которую вложено много усилий и труда.

Проектная работа повышает интерес учащихся к изучению русского языка как иностранного путём развития внутренней мотивации; развивает у студентов творческие способности, навыки исследования, умение выразить себя, расширяет языковые знания, полученные на других предметах.

Таким образом, метод проектов расширяет кругозор студентов, учит работать в сотрудничестве, углубляет знания по истории и культуре страны, в которой они обучаются. Наш проект, «Город, в котором я учусь», имеет практическое применение. С успехом используется на занятиях по страноведению, нравственных беседах, кураторских часах, мероприятиях, посвящённых Дню города.

Именно проектная деятельность как одна из форм учебной деятельности способна сделать учебный процесс для студентов лично значимым, в котором они смогут полностью раскрыть свой творческий потенциал, проявить свои исследовательские способности.

Литература

1. Круглова, О. С. Технология проектного обучения / О. С. Круглова. – Завуч. – 1999. – № 6.
2. Полат, Е. С. Метод проектов на уроках иностранного языка / Е. С. Полат. – Иностранные языки в школе. – 2000. – № 2, 3.

T.I. Skikevich, I.N. Kurlovich
Belarusian State Agricultural Academy
e-mail: t_skikevich@mail.ru
irinakurlovich@mail.ru

From the practice of using the project method in the classroom in Russian as a foreign language

Key words: project, motivation, condition, creativity, group work, town, students.

The article considers some aspects of using the project method. An example of using one project type at the lessons of Russian as a foreign language on the theme “The town I study at” is given in the article.

УДК 811.111’243:378.147

K.S. Chernyak
Vitebsk State University named after P.M. Masherov
e-mail: kristina.chernyak.92@mail.ru

Authentic reading text in teaching foreign language

Key words: authentic text, foreign language, language competences, communicative competences, text analysis

This article discusses one of the most important aspects of teaching foreign languages – reading, which is both a teaching goal and aids. The theoretical part of the article includes an overview of the major classifications of reading as a tool of teaching foreign languages. In the practical part the emphasis is on reading authentic literary texts, which, according to the authors, allow students to expand vocabulary, instill a framework for the analysis of a literary text in them, teach them to work with the dictionary.

In the context of the current world situation, foreign languages at the present stage become an integral part of our lives. This is primarily due to the processes of globalization, when there is a mixture of cultures, mentality, the penetration of the elements of some languages into others. New conditions of life are being formed, and man, thanks to the knowledge of a foreign language, has the opportunity to find his place in a new society. That is why foreign languages occupy such an important place in the context of modern education. In this connection, the question arises of effective means of teaching a foreign language, expanding the scope of a school or university curriculum for foreign languages, which will contribute to a broader knowledge of the culture and history of the country of the studied language, and, consequently, a deeper understanding of the mentality of a particular people. To expand the idea of the picture of the world of a particular country is called upon to help literature, namely authentic artistic texts. In terms of owning a foreign language, reading the original unadapted texts expands the vocabulary of the learner, instills the skill of analyzing authentic material, and also improves the communicative abilities of students, which will enable them to communicate more successfully with representatives of a particular nation and to adapt more easily in the conditions of world integration [3].

Reading is an independent type of speech activity that provides a written form of communication. It occupies one of the main places for use, importance and accessibility. Reading refers to receptive types of speech activity, since it is associated with the perception and understanding of information encoded by graphic signs. In reading, a meaningful plan (that is, what this text is about) and a procedural plan (how to read and voice the text) are singled out. In the content plan, the result of the reading activity is an understanding of what has been read; in the procedural - the process of reading, that is, the correlation of graphemes with morphemes, the formation of holistic methods for recognizing graphic signs, the formation of internal speech hearing, which finds expression in reading aloud and to oneself, slow and fast, with full understanding or with general coverage. In the structure of reading as an activity it is possible to single out the motive, purpose, conditions and result. Mobility is always communication or communication by means of a printed word, the goal is to obtain information on the question that the reader is interested in. The conditions for reading include mastering the graphic language system and information extraction techniques. The result of the activity is the understanding or extraction of information from the read with varying degrees of accuracy and depth. In the process of teaching a foreign language at school, reading, like speaking, serves as a goal and means: in the first case, students must master reading as a source of information; in the second - to use reading for better mastering of linguistic and speech material. The use of reading as a source of information generates the necessary conditions to stimulate interest in learning this subject in school, which the student can satisfy on his own, since neither the interlocutor nor the listeners are required for reading, but only a book is needed. Mastering the ability to read in a foreign language makes real and possible the achievement of educational, educational and developmental goals of studying this subject.

In this article we will focus on reading as an essential means of teaching a foreign language. The ability to read enables students to enrich their spiritual world, develop the ability to adequately assess information flows. As a kind of independent speech activity, reading aims to be able to read an unfamiliar text, extract necessary information from it and use it for various purposes. Human speech activity is the most complex and most widespread. Without it, no other activity is possible, it is the basis of another human activity[1].

The main goal of teaching a foreign language in an average general education school is the formation of students' ability to understand and tolerate attitudes toward representatives of a different culture. Proceeding from this, the role of a foreign language as an academic subject is realized in a completely new way. After all, language is the conductor of the culture of this or that people for other cultures and peoples. It provides students with direct access to the

immense wealth of this people, is an important means of mutual understanding and communication among representatives of various cultural communities.

Through viewing reading, students get a general idea of the content and subject matter of the text. The reader can also find certain information, on the basis of which he determines the expediency of further study of the text[3].

Through studying reading, students distinguish main information from secondary information. The reader reveals the meaning of the text through attentive reading, analysis, translation with a dictionary, etc., and also critically comprehends the reading and formulates his own point of view on what has been read, which is reflected in the future in retelling and discussion:

- 1) Answer the questions
- 2) Guess the meaning of the following words from the Chapter
- 3) Study the following words and their pronunciation. Then place them into 3 groups – nouns, adjectives, verbs.
- 4) Study the pronunciation of the geographical locations from the Chapter. What parts of England are these places located in? Use reference books to help you.
- 5) Study the pronunciation of these proper names. Who were these historical personalities? What were they famous for? Use references if necessary.
- 6) Guess the meaning of these words, choose from the two possible meanings. Then check with the dictionary. What helped you to guess it right?
- 7) Guess the meaning of these words from their root-word. Pay attention to the part of speech and the prefix/ suffix / preposition used. Then check with the dictionary.
- 8) Place these compound words into two groups – nouns and adjectives. Guess their meaning from their components, then check with a dictionary, e.g. coal-barge, elm-tree etc.
- 9) Do you know these historical personalities/terms/ places/ dates? Use reference books to help you.
- 10) Look at the following proper names of historical importance mentioned in the text. Try to match each name given on the left with the brief description of personality and bibliographical details on the right. Then check with the reference book.

The Reading and Comprehension section checks the correctness and accuracy of understanding the chapters' episodes. Exemplary exercises and tasks aimed at achieving the goals set in the text section:

- 1) Read the Chapter and put these events from the Chapter in the correct order
- 2) Read the Chapter and find the answers to the following questions.
- 3) Read the Chapter and say if these statements are true or false (T/F)
- 4) Read the Chapter and find out why the author mentions these people and things
- 5) Read the Chapter and put the events in the correct order to make the plan of the chapter
- 6) Read the Chapter and say what events took place in the chapter at these places
- 7) Put the following sentences in the chronological order according to the content of the text
- 8) Put the place names specified in the pre-reading part in the order that makes up the route of the three friends travel from the starting location to the destination

Section **Vocabulary Work** focuses on the most common language units and trains the skill of using them on the example of written exercises. Exemplary exercises and tasks aimed at achieving the goals set in the section «Working with an active lexical stock»:

- 1) Give Russian equivalents to these diseases mentioned in the Chapter
- 2) Find synonyms/antonyms to the following words from the Chapter
- 3) Work with a dictionary or a reference book and find out the meaning of the following abbreviations and measurements

- 4) Give English equivalents to the verbs, which imitate the sounds (onomatopoeia)
- 5) Match the adjectives and nouns (sometimes more than 1 variant is possible)
- 6) Fill in the gaps in the sentences with appropriate words/ combinations in the correct form
- 7) Match the words with their translation and synonyms
- 8) Match these adjectives with nouns to make appropriate collocations
- 9) What words are these compound adjectives / nouns formed from? Can we guess their meaning from the components they are made from? Divide the words into two groups – nouns and adjectives
- 10) Match these words from the Chapter with their definitions
- 11) Put the suffixes into the table according to the part of speech they make (noun, adjective, verb, adverb)
- 12) Translate the following sentences from Russian into English using the words from the text given in brackets after the sentences. Then check up your translation with the original sentences from the text
- 13) Write down appropriate compound adjectives (e.g. left-sided) for the following definitions
- 14) Try to match the place name given on the left with its description from the text on the right
- 15) Put the following summarized sentences in the chronological order according to the content of the text

The Speaking and Analysis section focuses on individual stylistic features of the chapter, and also offers a number of tasks for the prepared (using speech patterns) and free speech. Exemplary exercises and tasks aimed at achieving the goals set in the section «Speaking and Analysis»:

- 1) Read the passage from the Chapter. Pay attention to the underlined words. What impression does one get after reading the passage? What words make you feel so?
- 2) How many diseases are mentioned in the passage? Why? What effect is achieved by the author? What is the general tone of the passage (tragic, lyrical, comical, ironic)?
- 3) Comment on the punctuation of the paragraph. Why doesn't the author use full stops? What effect does it produce? What mood does the whole paragraph have?
- 4) Pay attention to the part of the sentence in bold. What characteristics does the moon have, according to the author? This literary device is called a metaphor (the qualities or identity of one subject are ascribed to another). Find other examples of a metaphor in this chapter.
- 5) Mark all the epithets, emotionally-coloured words, idioms etc. How do they help the author achieve ironic effect?
- 6) Describe the episode of George and Harris packing from George's point of view. Think of the words he might have said, use the words and phrases given below
- 7) Analyze the speech of the local people commenting on the three men leaving the house. Does this speech differ from other characters' speech? What words / phrases seem unusual / unknown to you? How can we interpret these speech characteristics?
- 8) Make up a conversation between the neighbours discussing the three men moving out. Include the versions mentioned in the text (crossing the Atlantic, a wedding, a funeral...). Use the following expressions to express your opinion, to disagree and to agree
- 9) Continue the following sentences using the information from the Chapter
- 10) Why did the author use direct speech in the extract below? Change direct speech into indirect. Does it produce the same effect? Which variant do you like more?
- 11) Retell the episode about George playing the banjo from the point of view of George. Use the following words and expressions

12) Read the passage describing Reading. Say, why the author pays so much attention to the historical role of Reading. What effect does he want to reach mentioning the abundance of historical personalities? Look at the proper names given in bold and say what role they played in the history of England

13) Decide on the ten keywords you chose from the story and retell the whole text using the third person narration

14) Role-play the scene when J. and George were getting ready to have their photo taken and tell how the whole episode ended up.

The proposed set of exercises can be adapted to various artistic authentic texts, which will allow students to significantly enrich the vocabulary, gain the skill of artistic analysis of unadapted text, and improve communication skills [3].

References

1. Nosovich, E.V. Parameters of authentic text / E.V. Nosovich // Foreign languages in school. – 1999. – № 1.
2. Rogova, G.V. Methods of teaching foreign languages in high school. – М.: Enlightenment, 1991. – 287 p.
3. Voytovich, I.K. Foreign languages in the context of continuing education: monograph / edited by T. I. Zelenina. – Izhevsk : Udmurt University Publishing House, 2012. – 212 p.

УДК 821.112.2

А.В. Шаколо

Витебский государственный университет имени П.М. Машерова
e-mail: aleksasch-94@yandex.by

Роль родного языка в преподавании немецкой лексики (в рамках дискурса волшебных сказок)

Ключевые слова: преподавание лексики, немецкая литература, дискурс, волшебные сказки, упражнения.

В статье анализируется значимость обучения лексике посредством сказочных текстов, приведены различные варианты работы с текстом, а также упражнения на материале волшебных сказок, записанных братьями Гримм; кроме того, раскрываются ключевые возможности, предоставляемые сопоставлением сказочных текстов на немецком и русском языках при изучении лексики.

В процессе преподавания иностранного языка одним из ключевых этапов становится обучение лексическому минимуму, – в рамках изучаемой темы, с одной стороны, и на основе тех или иных упражнений к тексту, так или иначе опирающихся на родной язык (ввиду важности наличия в распоряжении обучающегося эквивалента), – с другой.

Обучение лексике иностранного языка способствует расширению словарного запаса, развитию у студентов способности выражать свое мнение на иностранном языке, запоминанию ими написания и значения новых слов и их активному использованию в речи [3, с. 10]. Следует, однако, пояснить, на основе чего в качестве материала для обучения лексики целесообразно брать именно сказки.

Помимо общеизвестной точки зрения о важной воспитательной функции сказочных текстов, не менее ценным в данном плане является утверждение Т.М. Балыхиной, занимающейся исследованиями в области преподавания русского языка как иностранного, касательно того, что «сказки способствуют толерантному усвоению русской культуры» [1, с. 24]. Следовательно, использование лексики, взятой из текстов сказок братьев Гримм, при преподавании немецкого языка будет способствовать как расширению филологического кругозора студентов (учитывая в том числе место данных сказок в немецкой и мировой литературе), так и толерантному усвоению иноязычной культуры.