

Conclusion. Gomel Regional Center of Testing and Vocational Guidance of Youth at the Sukhoi State Technical University of Gomel in the framework of cooperation with the company DAP-Services conducted a test of hypotheses by Lawrence E. Shapiro with the help of CWA techniques of Russian-language selection consisting of 11th grade students from schools in the Gomel region (3,220 people). This led to the conclusion that the effectiveness and feasibility of using this technique in diagnostic practice.

This technology of CWA attracts attention with its ease of use, clear interpretation, heuristic possibilities. Interest in the use of the technique also reflects the objectives of professional counseling, the need for psychologists to have express-methods of diagnostics of readiness for career planning. Operational acquisition of psychological information is possible both in individual and in group form.

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USE OF THE AUTHENTIC TEXTS IN THE TEACHING ENGLISH AT SCHOOL

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The main goal of teaching a foreign language in a general secondary school is the formation of students' ability to understand and tolerate attitudes toward representatives of a different culture. The relevance of the work is that this topic has not been thoroughly studied by methodologists. And it requires attention because the correct choice of the text depends on the continued success in learning a foreign language.

The aim of this paper is the theoretical substantiation and construction of a set of exercises that prepare students to read authentic texts not only in class, but also in everyday life.

Material and methods. The research is based on articles from the magazine "Foreign languages at school". As methods were used observation method and interviews with teachers to study their experience in using authentic materials in teaching foreign language at the senior stage.

Results and their discussion. For the formation of the optimal level of communicative competence, it is necessary to improve the abilities of

students in all types of speech activity. As a means of language communication, reading dominates in terms of prevalence, importance and accessibility. Learning to read in a foreign language is designed to provide receptive mastery of linguistic material and develop the cognitive competence of students, so as on the one hand, this is a kind of speech activity, and on the other, the basis for the formation of information and academic skills. At the older stage of learning, reading increasingly appears as an independent type of speech activity, when the student reads not so much to fulfill a study task as to get the necessary information from the text and use it. *Our pupils are interested in learning how peers live in the country of the studied language from the first lips, what problems he has to solve, how their lifestyle differs from ours and much more.* Even the best textbook in terms of the texts it contains is to some extent conservative, in the sense that there is no permanent update of information about the lives of speakers of the language being studied.

But it is this type of information that provokes a heightened interest and, consequently, has a positive effect on the motivation for mastering a foreign language [1, p.5]. Reading authentic texts when teaching a foreign language in a general education school, especially in high school, plays a primary role. At the heart of the motivation for reading is the realization of its usefulness and the need to expand the boundaries of knowledge through the development of reading in a foreign language. When you perceive an authentic text and decode it, when the national cultural environment and the reader's experience are far from the images of the text, there are distorted semantic representations or semantic "voids" that, unlike lacunas filled with resources of the reader's subjective life experience, are not filled in at all and remain in the student's mind "text spaces" [1, p.8]. Therefore, it is necessary to develop a special scheme for working on an authentic, foreign language text that would help the student develop a relationship to the text as a tool for learning new, a means of mastering the language and foreign culture in general. Learning to read foreign-language authentic texts involves choosing the right reading strategy with the goal that it is rational and effective. Search reading is part of the target aspect of teaching reading in the general education school. The strategy of search reading aims to find the information in the written text. In the opinion of psychologists, in the implementation of this type of reading, the emotional state of the reader is a state of maximum realization of all his abilities, an elevated state in which the text is assimilated in the best possible way. Training in search reading takes place on medium-sized authentic texts with the purpose of extracting supposedly semantic information: thoughts or facts confirming, refuting, explaining, explaining any objects or phenomena of foreign-speaking reality. When reading an authentic text, students do not understand the meanings of many words and phrases and often have to turn to the dictionary, which makes reading tedious and uninteresting. Interest (on the emotional level – externally, on the neurophysiological – in

reality) appears when the reader estimates the difference between the levels of knowledge available in memory and extracted from the text. Moreover, if the levels (from the text and memory) are high, then the difference between them will be more tangible emotionally (“Yes, I thought it was so, but in fact it is different!”) [3, p. 211]. And interest in the read information will be great. Therefore, in order to evoke interest in textual information, it is necessary to have quite specific information on this topic in the active memory (in the finished form on the "surface" of the memory, so as not to remember for a long time) to compare it with that obtained from the text. This should be facilitated by the organization of the pretext (or pre-text) phase of the work.

The study of theoretical materials and the analysis of the specialized literature on the problem of authentic materials have shown that although an active research work in this field has been conducted recently, the problem of determining and using authentic materials in the process of teaching a foreign language is still far from being solved, demanding special attention on the part of modern methodologists. Analysis of the use of authentic materials in the "Headway" revealed that the materials proposed in it meets the parameters and criteria of authenticity, and therefore, the use of this book at the senior stage is not only expedient, but also necessary, since this type of speech activity ensures the acquisition of those skills and skills that will really help graduates to communicate in a foreign language, without experiencing difficulties associated with understanding a foreign-language speech by ear. Observation at the lessons and questioning of students, as well as analysis of the practical use of authentic materials in the early stage of teaching listening, showed that, on the one hand, their use increases the motivation to learn a foreign language, since it makes the learning process more creative and interesting, but on the other hand requires a specially developed methodology, different from traditional, based on teaching materials. It should also be noted that, according to many leading methodologists, the use of authentic materials is necessary at all stages of teaching a foreign language in all types of speech activity, since it is the authentic materials that create the illusion of familiarizing with the natural language environment, introduce students to the culture and daily life of the country of study language, help to increase the motivation to learn a foreign language as an object. the study of theoretical materials and the analysis of the specialized literature on the problem of authentic materials have shown that although an active research work in this field has been conducted recently, the problem of determining and using authentic materials in the process of teaching a foreign language is still far from being solved, demanding special attention on the part of modern methodologists.

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Conclusion. It should be emphasized that the teaching of a natural, modern foreign language is possible only if materials taken from the life of native speakers are used or compiled taking into account the features of their culture and mentality in accordance with accepted and used speech standards. We are convinced that the organization of learning to read on a problematic basis will actively contribute to the formation of students' skills and skills to fully read authentic texts, which provides for the use of certain text signals to build hypotheses, assumptions at various levels. In the end, this should contribute to the correct semantic orientation in the authentic text and the successful search for the necessary socio-cultural information.

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**THE ANALYSIS OF EXPERIENCE ON FORMATION
OF THE HEALTHY LIFESTYLE OF PUPILS OF SCHOOLS
OF THE VITEBSK REGION**

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Health is influenced by a number of factors, including: ecological, socio-economic, psychophysiological. This means that fruitful work not only of the health care system, but also of the whole state machine, all