watching the videos. Then the analysis of the exercises is made at the lesson and the observed video is discussed. Both during the video lesson and at home students can work with the same video or with different ones.

We think that special attention should be given to teaching students to work with YouTube service itself, its structure, peculiarities of the server search. For example, the search can be realized with the help of keywords. When a user opens the necessary video from the list of the found videos, there is an additional list of videos on the right side similar to the opened one. As a rule just in this list interesting videos can be found. It is also possible to search for videos by means of topics and channels. The main task of the teacher is to seek and select videos and channels which can appear to be useful for lessons and interesting for students. A teacher can create a blog where he will publish helpful reference links to videos together with his students.

Conclusion. Thus the usage of YouTube social service in teaching foreign languages is an effective way of skills development of listening comprehension, speaking, reading and writing. The server contains a huge amount of videos and their right selection gives great opportunities to the teacher to use them in educational aims, which helps to increase students' motivation in studying foreign languages and form their communicative abilities.

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LOGICAL SEMANTIC MODEL (LSM) AS A WAY OF THE EFFECTIVE MONOLOGUE TEACHING OF NON-LINGUISTIC SPECIALTIES STUDENTS

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Foreign language monologue teaching is getting more important at the present stage of higher education development. The integration in the field of science and technology and the increase of international collaboration make demands on the foreign language skills of specialists of different domains of knowledge, according to which foreign language teaching is starting to have more professional purpose andaims at mastering all the communication methods used in scientific and professional spheres. As a rule, these methods include presentations, reports, performances at conference etc. Consequently, the monologue teaching of non-linguistic specialties students and especially

the development of their presentation skills are getting more relevant, as it teaches them to think logically and express their ideas, so that everyone could understand them. Thus, the urgency of the research is determined by the necessity to introduce into learning process modern teaching techniques, which lead to the improvement of the quality of foreign language education in higher educational establishments in general and of the methods of teaching speech in particular.

The aim of the research is to determine better ways of using visualaids at English classes for foreign language monologue development.

Material and methods. When writing the article we used the following research methods: the study of the literature on this topic and its critical analysis (the works of E.I. Passov, G.V. Rogova, M.V. Lyahovicky, A.A. Leont'ev, N.I. Gez and others), the observation of the learning process at the University named after P. M. Masherov, experimental testing of system tasks dealing with monologue teaching based on verbal and visual aids at the Art Department of Vitebsk State University named after P.M. Masherov.

Results and their discussion. Visual aids, LSM (logical semantic model) in particular, can be used to manage the independent work of students in a foreign language. The LSM includes two components: semantic and logical. The semantic component is presented in the form of keywords on the topic of the lesson. And the logical component organizes these concepts into a semantically connected system and supports analysis and synthesis operations. The advantage of the LSM is that students are given the opportunity to use all types of speech. By means of the LSM the learner-centered approach is implemented and the basic principle of this approach is followed, i.e. there is a student and his learning activity in the centre of education. The LSM stimulates group work. The work in different regimes (in groups, in pairs) allows to adapt communicative situations, to use conversational clichés, to reason and to compare. Due to such visual aids as LSMs the participants of the situation, having a different level of language proficiency, become equally competent to carry out a certain task.

In this case the role of the teacher is just to manage the learning process and create all possible conditions for the active independent work, i.e. to provide motivation and desire to speak in a foreign language. The LSM can be made up for grammar teaching as well, because grammar is considered to be the most difficult when learning a foreign language.

This presentation of the material affects various aspects of productive thinking, i.e. a) thinking acquires system features due to the programmed information process directly during the primary perception; b) memory mechanisms are maintained and information control is improved due to the visual representation of knowledge in a natural language in a reduced form;c) intuitive thinking works much better; d) the capacity for reducing and expanding information improves; e) interhemispheric 'dialogue' improves, because the features of the body of interest are determined/specified by the

left brain, and the right brain accumulates external experience and helps the left one to compare the signs and operate them [1, p. 238].

The LSM can be presented to students in three ways. Firstly, it can be given in a ready-made form when explaining new material. Secondly, it can be made up with students when studying new material. Thirdly, students can make up the LSM on the given topic independently and then offer others for work. It's quite an entertaining process, because it develops student creativity, gives them the opportunity to show themselves at their best and also contributes to the development of students' independence and their responsibility to other students for the offered models.

Conclusion. The advantage of the LSM is that it gives the opportunity to present not only the whole topic, but also its every component separately. It allows to show the main problem and the ways for its solution. When using the LSM, the quality of material memorization improves and the tension which is related to the fear of students to miss important elements decreases. Mastering it, students are involved into the creative process of modeling and constructing of their own knowledge. The use of the LSM at foreign language classes allows to solve the following problems: 1) it performs the function of an information organizer, connects separate issues into groups and helps logically to make up a monologue; 2) it promotes a better understanding of information, because it contains the necessary lexical and grammatical material on the studied topic; 3) the use of this model allows students to be involved into active cognitive activity, during which knowledge is mastered at a higher level; 4) it strengthens the interest in learning a foreign language and increases the creative character of learning activity, especially when students work independently.

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WAYS OF PREVENTING COMMON PRONUNCIATION MISTAKES OF ENGLISH LEARNING STUDENTS

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Modern language teaching aims at forming communicative competence which includes development of speech and language skills. Among the key language skills are phonetic ones as it is impossible to turn thoughts into speech without them. That's why it is important to form proper pronunciation skills to foster communicative competence and avoid misunderstanding.