

- 3) The use of kinesiological exercises in the composition of competitive elements contributes to the revitalization of the brain;
- 4) Filling up with energy and strength;
- 5) Expansion of horizons;
- 6) The development of mathematical skills;
- 7) Team building;
- 8) Practice in solving professional problems;
- 9) The development of the ability to find ways out of different situations quickly;
- 10) Development of the ability to solve non-standard tasks, etc.

Feedback from students with whom mathematical competitions were held showed that everyone likes this approach. As shown in the research, mathematical competitions have a positive effect on the condition of students. They increase motivation to study, fill with energy, charge with positive. Also, the competition has a positive effect not only on the spiritual, but also on the physical condition of students. Because often during some assignments they need to get up, move around the audience, carry out assignments.

**Conclusion.** Students' well-being is a guarantee of high efficiency of the whole group. Since mathematical competitions not only improve the condition of students individually, but also unite the team, the positive effect doubles. As a result, academic performance improves, grades improve.

Thus, the use of mathematical competitions in the process of teaching students of the specialty "Transport Logistics" has a positive effect on the students' well-being and on their academic performance.

## THE EXTENSION OF STUDENTS' POTENTIAL VOCABULARY ON THE BASIS OF ENGLISH POLYSEMANTIC LEXEMES

**E. Chernysh**

VSU named after P.M. Masherov, Vitebsk, Belarus

As we all know, potential vocabulary represents a major constituent of the whole lexical level knowledge. Consequently, it is crucial to implement certain practical system of teaching and studying of such vocabulary. The following study is relevant since it is aimed at forming a life-long foreign language self-education.

As for the purpose of this study, it is intended for the mastery of methods and techniques of a language guess.

**Material and methods.** The research in question was conducted in 6-9 forms including 50 pupils in total at Vitebsk school № 45 and among 5-year students of a philological faculty at VSU (20 students all in all). Such methods as semantic, contextual and contrastive-comparative analyses were applied.

**Findings and their discussion.** The given study is the result of the teaching experiment. It was held at 3 stages:

1. A preparatory phase. While teaching students at school, we paid their attention to the ways of defining unknown word meanings via specific intralingual (within the English language) and interlingual (combining the possibilities of a native language and the English) means except for traditional dictionary word-for-word translation. Regarding meaningful English morphemic structure, we have explained the interconnection between word morphemes and word meanings, e.g. the prefix '*pre-* (*npe, npu*)' indicates '*precedence* (*передшествование*),' the suffix '*-less* (*без*)' points out '*the absence of a certain quality among adjectives,*' etc. Then necessary 60 contexts were sorted out and unstudied vocabulary units were highlighted for the upcoming experiment.

2. An experimental phase. Each student at school and university was given one context and was to decide what meanings the underlined word could have and what indicators helped them to define its sense.

3. A summary. After finishing the above-mentioned research work, we have acquired a strategy to teach potential vocabulary. Firstly, let us introduce the term 'potential vocabulary.' From a methodological point of view, all unknown words in a text can be divided into two groups: 1) the words which a reader can guess with the help of a dictionary; 2) the words which meanings one can guess on the basis of a context or thanks to the internal linguistic possibilities. It is the second group which belongs to the sources of the vocabulary extension and has a peculiar 'potential.' A potential vocabulary is considered as such affixal derivatives, compound and polysemantic words, converted formations and cognate words which students haven't come across yet, but can be perceived by them if they are taught to find out these very word meanings using certain techniques [1, p. 47]. As for a linguistic basis for including unlearnt meanings of polysemantic words into a potential vocabulary, it is their motivation which serves as the background of their derivability. The character of unlearnt derivability of polysemantic word shades of meanings is distinct. Some shades of meanings are closely connected with a learnt meaning, some are less closely connected, and others are connected indirectly, that is, with the help of an image (an imaginative or imaginative-logical derivability). Some unlearnt meanings coincide completely with the corresponding meanings in one's native language, some unlearnt meanings have a partial coincidence, and others don't have a corresponding meaning in one's mother tongue. All these factors determine different levels of difficulty in polysemantic word semantization, which should be taken into account during the educational process. Experience has shown that unlearnt meanings of the first level of difficulty in comprehension are clear to students and don't require lecturer's explanations. Thus, forming potential vocabulary begins with the introduction of one of the polysemantic word meaning.

Teaching comprehension of polysemantic word unlearned meanings of the second level of difficulty is conducted on the basis of exercises with an intralingual and interlingual derivability in order to present these very supports which represent the basis for indispensable meanings deduction. Doing exercises which require the deduction of polysemantic unit unlearned meanings in word combinations, students learn to use supports in a studied foreign language, for instance, *to learn English (to study the English language; учить английский язык)*, *to learn to skate (to acquire the skill of skating; учиться кататься на коньках)*, *to learn the news (to find out the news; узнать новости)*. A lecturer alongside with his students correlates a known meaning with an unknown one and reminds that they have already learnt figurative meanings in their mother tongue. Students fulfill the other points of the exercise on their own under lecturer's control. Starting the work with unlearned word meanings with an intralingual derivability, a lecturer points out the interconnection of polysemantic word different meanings, for example, a familiar to students polysemantic word 'great' has the following shades of meanings: 'big (большой),' 'well-known (известный),' 'colossal (колоссальный),' 'elevated (возвышенный),' 'noble (благородный),' 'remarkable (выдающийся),' 'magnificent (великолепный).' But all the aforementioned lexemes have a united indication, that is, 'grandeur (великолепие).'

While taking up the comprehension of unlearned polysemantic word meanings which have an interlingual derivability a lecturer pays his attention to a full or partial coincidence of corresponding words shades of meanings in a native language and foreign language. The work on such lexical units should be started with fully coinciding shades of meanings, then, should be proceeded to partially coinciding ones, drawing necessary parallels at the same time.

The next lecturer's task is teaching unlearned shades of meanings comprehension which has an imaginative or imaginative-logical derivability. The comprehension of such words can be only carried out with the help of an inner structure of a word or a context and requires the awareness of the main types of transfer. A lecturer takes students' notice of the fact that all languages have words which can be used in their direct and figurative meanings. An image often constitutes the basis for the transfer. This image, in some way or another, is connected with word direct meaning, e.g. the word 'mouth' which is familiar to students in the meaning of 'рот.' It is also used in its figurative meanings in other cases and means other notions, although they are explained via its direct meaning: 'a mouth of the river (устье реки),' 'a mouth of the volcano (жерло вулкана).' All these meanings possess the image of 'opening' as their basis.

The semantization often results in a heuristic search and acquires the character of a contextual guess regardless of the connection of an unlearned meaning with a learnt meaning. Contextual analysis is an intralingual procedure of searching certain equivalents. The conducted work has proved the fact that mostly students manage to specify semantics thanks to different types of

contexts. The most helpful kinds of them turned out to be lexicological-grammatical and that of subject-matter. The semantization of some lexical units is possible only within a context. A lecturer should work out such an algorithm among his students to ensure a purposeful search of a basic lexical unit unlearned meaning. This procedure is promoted with examples and instructions which define the succession of cognitive acts to get unlearned meaning semantizations: a) read a sentence (text), try to understand its main idea / its gist; b) define whether a familiar underlined word in a sentence with its meaning matches the given sense (the correlation of the semantization result of a given word with its context and the elicitation of mismatch meaning and its context); c) reconsider a known meaning in such a way to match its context and at the same time it were semantically connected with an unknown one (the elicitation of a new meaning which matches the given context) [2, p. 110].

**Conclusion.** Therefore, the proposed teaching method enables to form language guess skills. Such conscious language perception will lead to the improvement of all the aspects of linguistic competence (communicative, writing, listening, and reading) on condition that there is a lack of language means. Such comprehension systematizes knowledge thanks to the parallels between grammemes and its content (lexemes), a whole textual consideration (context), as well as proper and figurative word meanings.

#### Reference list:

1. Berman, J. Teaching Method of the English Language / J. Berman. – Moscow: Prosveshcheniye, 1970. – 139 p.
2. Shapkina, A. The Development of a Direct Comprehension Reading Skills: A Handbook for Teachers / A. Shapkina, V. Semiryak. – Kiev: Rad. shkola, 1987. – 96 p.

## INTERNET-BASED TEACHING EFL WRITING

**V. Chichagina**

VSU named after P.M. Masherov, Vitebsk, Belarus

Teaching students to write correctly in English is a very important part of teaching EFL (English as a Foreign Knowledge). Knowledge of written language allows students to use the knowledge of a foreign language, being outside the language environment, communicating with native speakers via modern means: the Internet, e-mail, texting, etc. The ability to write personal and official e-mails, the need to fill out application forms, questionnaires, CVs and other documents motivate students to master their written communication skills actively.

Today, it is obvious that the Internet is one of the most exciting, influential technologies that play a crucial role in one's personal and professional life. It's evident that the Internet serves as a powerful repository of information for