

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:

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## **INTERNET-BASED TEACHING EFL WRITING**

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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

language teaching as well. “The development of the Internet has enabled the emergence of new digital tools for pedagogical applications and an indefinite number of resources and materials in a variety of formats are available on the World Wide Web for language teaching and learning. In addition, the Internet keeps people across the globe connected. This connection or networking has considerably empowered people to communicate and exchange information” [2, p.107].

Teaching writing is one of the most important and difficult part of the process of teaching English. Web-sites and online applications can provide teachers with enormous opportunities to improve EFL learning process, foster students’ engagement and motivation, enhance their understanding of English and master language skills.

The aim of our research is to find out which resources can be used for teaching EFL writing and what their peculiarities are.

**Material and methods.** While working on the research we analyzed two most popular Internet resources such as *LinguaLeo* and *Ischoolenglish* and studied the following materials: Gordon L. “The Internet and Young Learners”, Atikhom T. “The Use of Internet Resources and Applications for Language Instruction”, Hongqin Z. “Using the Internet to Improve EFL Through Reading and Writing for Communicative Purposes”. The descriptive method, the method of analysis and synthesis of information, generalization method were used.

**Findings and their discussion.** The results of our research show that the Internet-based approach to teaching EFL has many advantages:

- it provides students with possibility to use natural and authentic language not only during but also outside the class, making learning English a part of students’ daily lives;
- it offers a great variety of topics to satisfy different tastes and interests;
- the Internet resources are highly motivating for students of all ages. Websites and applications are full of pictures, animation, sounds, video clips, and interactive activities;
- the information available on the Internet is considered to be current and up-to-date which makes it a source of true-to-life communication;
- the Internet has become an essential part of today’s life and learning how to use it is an important skill for students. The Internet-based approach combines the process of the development of basic information technology skills and learning English at the same time;
- using the Internet for EFL teaching and learning enhances students’ independence and gives them opportunity to manage their own learning.

In our research, we have studied two most popular Internet resources: *LinguaLeo* and *Ischoolenglish* to see if they might be useful in teaching EFL writing.

*LinguaLeo* is a freemium online platform offering English language learning service and available on the web, Android, iOS, Windows Phone, and

as a browser extension. It offers a large number of activities for practicing writing: working with built-in and personal dictionaries, vocabulary cards, word constructor, phrase constructor, brainstorm, crossword, etc.

Let's look at "Brainstorm" activity consisting of several exercises combined together. High assimilation of words is achieved through the use of several methods: the acquisition of knowledge, the formation of skills, consolidation and verification of knowledge, skills and abilities. Here exercises can be divided into several stages. At the first stage, the user is shown a word, its translation, transcription, and a picture illustrating the meaning. This stage is aimed at vocabulary semantization. The purpose of the second stage is the formation of knowledge. To do this, the student is shown the word, listens to its pronunciation and selects the correct translation from the list. There are usually four translation options to choose from. During the next step of the activity only translation of the word is presented and the student's task is to make up the word from the jumbled letters. And the final stage asks the student to listen to the pronunciation of the word and write it.

Let's consider the second educational resource *Ischoolenglish*. This website is intended for Russian-speakers and offers such interactive activities as "Scrabble", "Hangman", and "Words with Friends" aimed at developing students' spelling skills and word knowledge. With the help of this website students can also practice writing dictations. At first they listen to audio phrase for two times, and then type it. After that, they can check spelling and notice mistakes they have made. On this web-site students can learn rules of writing, grammar, etc. Authors also provide links to other useful Internet resources.

There are also other resources which are widely used by many teachers all over the world. Google was the most used online tool as reported by language teachers. This finding is consistent with that of the study, reporting that search engines were one of the top three online tools most applied by EFL teachers. They used them mainly to acquire information for teaching-related purposes [2].

Internet recourses are quite effective way to learn and teach writing. There are a large number of dictionaries, exercises, videos and Internet programs for teaching and learning English. Teachers can deliver and check homework via the Internet. But it's necessary to note that online resources cannot replace classroom communication and interaction but can be good additional tools for EFL learning and teaching.

**Conclusion.** Internet-based teaching EFL writing enhances students written communication skills, provides teachers with necessary material, helps them to spend less time on lessons preparation. At the same time teachers should not use Internet resources too much. They should always ask themselves simple questions: Will you use the Internet as an instructional tool or will it provide material to contextualize your offline lesson in an exciting and motivating way? Will your children be performing language-learning tasks when online? Will they use the target language on the Internet?

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## PROFESSIONAL SELF-DETERMINATION OF SCHOOLCHILDREN IN THE CONTEXT OF PROFESSIONAL EDUCATION

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The problem of professional self-determination has always existed. Moreover, it is still relevant today. Educational organizations create specialized classes for helping young men and women in this area. Teachers believe that achieving maximum efficiency of the profile system classes could be possible by deepening their practical part [3]. Thinking about the interests of high school students, parents and society, educational organizations are working on profiling. Fire and rescue area is one of these profiles.

The aim of the article to get acquainted with the activities of the class of fire and rescue profile in MBOU "School" № 28 in Smolensk

**Material and methods.** There are about 200 such classes in Russia. The Fire Cadet Class began to work in 2000 (in Ulyanovsk, school №48). In 2014 (in Khabarovsk) 70% of students in school №3 of fire and rescue area from the first grade are cadets of the Emergency Ministry. Such classes also exist in cities like Moscow, St. Petersburg. Yoshkar-Ola, Kemerovo, Irkutsk, Volgograd, Ulyanovsk, Krasnoyarsk, Ryazan and others [1].

**Findings and their discussion.** The opening of the fire-rescue class was on the 1 of September in 2017. The main purpose of the fire-rescue class is the professional orientation to the military and other public services, including those related to ensuring the safety of people's lives. The class operates in full day mode. It involves self-training, visiting sports clubs, clubs, and other forms of extracurricular activities. Their purpose is to strengthen physical training and develop competencies, which are necessary for successful admission to specialized higher education institutions. The order number 363 of 11.08.2017 "On the organization of specialized training of students in the class of fire-rescue profile MBOU" School №28 "Smolensk" is the base for carrying out work of these classes. The students are granted the rights to: studying of subjects aimed at orientation, the profession of a military man, special military