

trying to convey the target idioms by using gestures and body language. And the opposing team has to guess which idiom is being acted out. It is important that the teacher selects idioms that can be dramatized easily.

“Eye on Idioms”. Teacher selects ten idioms and divides them into two sets of five. Students work in groups. Each group gets one set of idioms with some information about their meaning and usage. Based on the notes, the students are asked to make “Eye on Idioms” style worksheet: an illustration, an example sentence with suggestive context in which the target idiom is gapped, and a list of response options that includes the target idiom and five distractors. They are then instructed to teach these idioms to the other group, which has to select the correct response, guess the figurative meaning of the idiom, and make an example sentence that illustrates its usage. Students enjoy performing teacher’s functions. The teacher monitors and facilitates as needed [4].

Conclusion. The process of formation of sociocultural competence is quite time-consuming and arduous. The research has shown that learning idioms enhances understanding of native speakers and their culture and promotes the development of pupils’ sociocultural competence. Different exercises can be used to reach the stated goal: matching idioms with their translation, pictures, meaning; filling the gaps with appropriate idioms; combining an adjective and noun into phrase and matching them with the correct definition; correcting misprinted words in the idiomatic phrases; choosing the appropriate idiom.

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TYPES OF EXERCISES FOR ENGLISH GRAMMAR ASSIMILATION

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A command of English cannot be ensured without grammar study. The knowledge of morphology and syntax is essential to successful communication whether in writing or in speaking.

The goal of our research is to analyze the methodology of active grammar acquisition and to carry out the comparative analysis of potential possibilities of training exercises for the development and activation of reproductive grammar habits.

Material and methods. When writing this article, the following research methods were used: a critical analysis of literature resources; a scientifically fixed observation of reproductive grammar teaching process at East China University of Political Science and Law and North China University of Technology; talks with teachers and students; study of the teachers' advanced experience at the mentioned above educational establishments.

Findings and their discussion. Teaching grammar is effective if it is based upon the following principles: 1) conscious approach to the teaching process, that means realizing difficulties of grammar patterns presented and their comparative analysis in English and students' native language; 2) practical approach, that demands learning grammar items through performing various exercises; 3) structural approach, that presupposes introduction and drilling grammar items in structures or sentence patterns; 4) situational approach, that means using situations for presentation, training and activation of grammar items; 5) differential approach to teaching active grammar (grammar for communication) and passive grammar (grammar for reading and listening comprehension) [1, p. 172–174].

Effective development and activation of reproductive grammar habits are based on the following types of exercises.

1. Recognition exercises for students to observe a new grammar item in the situation and state its signals for the correct choice of the form. The exercises are very indispensable as students retain grammar material through auditory and visual perception, so auditory and visual memory is at work.

2. Repetitive exercises for students to pronounce the sentence pattern assimilated after the teacher both individually or in unison. Attention is drawn to the correct pronunciation of the sentence pattern as a sentence unit, as a statement (sounds, stress and melody).

3. Substitution exercises for students to substitute words or phrases in a sentence pattern. Students think over the choice of elements for substitution but not over the form itself so that involuntary memory is at work.

4. Completion exercises for students to complete sentences according to the grammar rule assimilated.

5. Transformation exercises that presuppose initial sentences to be widened or shortened.

6. Creative exercises that include creative activity on the part of the student. They bring into action asking questions with a given grammar item, speaking on a suggested topic, dramatizing the text read, making up dialogues using the grammar item covered, commenting on a film-strip, participating in a free conversation. All the exercises of the creative type are designed for consolidating grammar material students need for communication.

Conclusion. As a result of our research we arrived at the following conclusions: 1) the development of reproductive grammar habits must be central in the teaching process; 2) the formation of grammar habits and their improvement is developed on the basis of training exercises.

The main stages of reproductive grammar habits development are: differentiation exercises; imitation exercises; substitution exercises;

transformation exercises, practice in prepared and unprepared speech. All the exercises mentioned above are designed to develop students' skills in recognizing grammar forms during the process of communication, to accumulate correct sentence patterns, to help students to produce sentences of their own using grammar items necessary for speaking or writing.

It should be pointed out that the succession of the exercises are not to be changed. Some stages may be omitted, and it depends on the grammar material assimilated, students' experience or on teaching needs.

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THE USE OF PODCASTS IN LANGUAGE TRAINING

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The Internet is characterized by the wide spread of social services aimed at communication between people. For example, blogs, wiki, podcasts. In the context of discussed issue the level of students' development of foreign language communicative competence will be determined not only by skills of speaking on a foreign language with personal presence of the participants of communication but also by various services or Internet resources [1, p. 182].

The aim of our research is the formation of foreign language communicative competence.

Material and methods. When writing this article, the following research methods were used: literature review on the subject and its critical analysis, the observation of the teaching process and the work of students of 6 "A" in Vitebsk gymnasiums №1, №2, the analyses of attended lessons.

Findings and their discussion. As a result we may see that podcast is a form of social service allowing listening, watching, creating and spreading audio- and videotransmissions in the world web. On the Internet we can find both authentic podcasts, created for native speakers (f.e. BBC news) and educational podcasts, invented for learning objectives. Podcasts can be from several minutes, to several hours by duration. Students can both listen to and watch being already created podcasts and create their own podcasts on any topic they like. The most effective way to find the necessary podcast is to apply for podcasts Directory, select category of interest and look through the list of podcasts accessible for downloading. For those who study English, podcasts directory is distributed in www.podomatic.com, www.bbc.co.uk.

The use of podcasts in educational process increases greatly students' motivation and demonstrate practical use of language proficiency. Podcasts about Belarus, its tradition, culture, history and etc. will be of special interest for both students and other internet users. Along with the development of communication students will improve