

self-development as components of the axiological component; knowledge, intellectual abilities, competence as components of the cognitive component; skills, interests, skills as components of the operational and technological component; the ability to critical analysis, to comprehend, to assess, the ability to reflect, the ability to summarize, analytical and evaluative skills as components of the reflective component [2].

The axiological component of the teacher's research competence stands out and is characterized in 83% of the studies, which reflects a culturological approach to understanding this concept and the presence of a value component in most of the author's concepts. The content of the cognitive component of a teacher's research competence is a system of professional knowledge, including methodological knowledge. This component is represented in 92% of pedagogical studies. The content of the operational and technological component is most concretized - it is highlighted in 100% of publications. This fact indicates that the skills of a teacher are very important in the structure of research competence. The reflexive component is less specific (highlighted in 75% of publications).

Conclusion. The conducted theoretical analysis leads to the conclusion that the formation of a teacher's research competence involves the development of three components: the teacher's personality, characteristics of activity, relations in activity.

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3. Kozinets, L. A. Lecture 3. Pedagogical activity: essence, structure, functions [Electronic resource] – Access mode: <https://clck.ru/SCV42>. – Date of access: 21.08.2018.

DEVELOPMENT OF THE FOREIGN LANGUAGE COMMUNICATION STANDARDS BASED ON COMMUNICATIVE SITUATIONS

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Today, the root idea of the concept of teaching a foreign language is mastering it as a means of intercultural and interpersonal communication. Verbal behavior becomes important, and its success depends on numerous factors, including the ability to adequately interpret the communicative behavior of speech partners and to express an attitude towards the subject of communication. The use of communicative situations in a foreign language class provides students with the necessary practice in socially appropriate behavior,

enriches the experience of social and psychological ties, thus bringing the communication situation closer to the real one.

Material and methods. When writing this article, the following research methods were used: a critical analysis of literature resources; a scientifically fixed observation of teaching process at Vitebsk gymnasium No.1; talks with teachers and students; study of the teachers' advanced experience at the mentioned above educational establishment.

Findings and their discussion. Already at the initial stage of learning a foreign language, children acquire the ability to stage both individual dialogical unity and chains of phrases composed independently. They also acquire the ability to communicate, for example, in situations of greeting, requesting information, expressing gratitude. In fact, these skills are components of the integral ability to develop and perform communicative situations, which represent the simplest and at the same time holistic educational model of foreign language oral communication, as they reflect its main structural components and functions.

The simplest type of a communicative situation is a two-term dialogical unity, consisting of structures of "question and answer" type. Answering questions from lesson to lesson is not of interest to students, therefore theatricalization (staging) helps to revive the process of mastering the simplest speech formulas. For example, such a small dialogue as - *How are you? – I'm fine, thank you.* can be represented as a conversation between two characters (soft toys, puppet theater toys, etc.). Thus, changing characters, you can repeat the same dialogue many times in a row, while children will not get tired of the monotony of the process. For students of middle and senior level, communicative etudes are appropriate for the primary consolidation of lexical material. Students do not yet have the skills to actively use lexical units, but they can reproduce them with the help of visual support. In this case, the new words will be used in the word context, demonstrating the lexical collocation of words in the speech stream.

Cards are used as visual support for the preparation and representation of communicative etudes. The teacher points the main components of verbal communication on them: a) subjects (the number of subjects of communication predetermines the number of cards); b) theme; c) the situation.

For one subject of communication, card A is intended, for another - card B. The topic on the cards is formulated in the same way. Communication situation, i.e. different circumstances (place, time, state of subjects, the nature of their relationships, etc.) are set in a different way, which is also reflected on the cards.

With the accumulation of experience in performing communicative etudes, students invariably have a desire to become not only a performer of communicative etudes, but also their author. In such cases, students already follow their own individual preferences, intrinsic motives and goals of verbal and non-verbal behavior, and of course, everything according to the level of

proficiency in foreign language communication vehicle, a foreign language code with already mastered foreign language communicative core [1, p. 249].

Thus, students master the tactics of building a dialogue in accordance with speech intentions. In this case, the following stages are traced:

1) mastering individual actions (the ability to ask questions, answer questions, respond to cues-stimuli, etc.);

2) mastering two-term unities (a complex unit of dialogue, which is a combination of two speech acts on a thematic and / or psychological basis.);

3) combining different types of microdialogue from two-term unities;

4) making up a macrodialogue;

5) motivated and free speech in the dialogue ("free discussion").

To master dialogical unity and develop them to micro- and macrodialogue, you can use the following exercises:

- listen to the dialogue using visual support;
- read the dialogue with the missing words;
- fill in the gaps in the dialogue lines;
- reproduce the dialogue, restoring the lines of one of the interlocutors;
- independently expand the replicas in the dialogue in accordance with the context;

- compose a situational dialogue from different microdialogues;
- compose a dialogue based on the topic, situation, keywords and taking into account a specific communicative task.

Conclusion. All exercises are based on the interaction of students in the process of performing one or another action, thus bringing them closer to the interpretation of their behavior in various proposed situations. Preparatory actions are aimed at activating all kinds of relations that organize a situation that encourages a person to speak and communicate in the real world.

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THE PECULIARITIES OF ENGLISH VOCABULARY SEMANTIZATION BY UNTRANSLATABLE WAYS

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In the process of learning a foreign language in institutions of general secondary education, the leading role belongs to the practical goals of learning. Students need to master a communication system that is new for them and learn to use this system in the process of communication. The implementation of these skills in practice is impossible without knowledge of vocabulary and the