

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.

1. Harmer, J. The practice of English language teaching / J. Harmer. – 3-rd ed. – London: Longman, 2002. – 371 p.

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

presence of formed skills for using it in speech. Thus, the relevance of the purpose of our research is determined by the need to find ways to optimize the disclosure of the meaning of new lexical units at the stage of formation of primary skills as actions performed for the first time when focusing an arbitrary attention on them.

Material and methods. We used such research methods as literature study and its critical analysis (works of E.I. Passov, N.D. Galskova, I.A. Zimnya, G.V. Rogova, et al.), the observation of the teaching process at Vitebsk gymnasium № 1 and its scientific interpretation.

Findings and their discussion. In the modern methodology of teaching foreign languages, all methods of semantizing foreign language vocabulary can be divided into two groups: untranslatable, which do not involve the participation of the native language, and translatable, based on the use of the native language.

In the lesson, it is advisable to combine various ways of revealing the meaning of a word, determining in each case the most suitable one. Rogova G. V. identifies 3 groups of factors that can influence the teacher's choice of the method of semantization: Rogova G. V. identifies 3 groups of factors that can affect the teacher's choice of the method of semantization: 1) psychological factors (age of students, their abilities); 2) pedagogical factors (the level of education, the number of students in the classroom, the language proficiency of students, the qualifications of the teacher, the belonging of a word to an active or passive minimum); 3) linguistic factors (abstract or concrete nature of the word, the ratio of meanings in the native and foreign languages, etc.) [1, p. 128–129].

Untranslatable methods of semanticizing foreign language vocabulary can, in turn, be divided into 2 groups: extralinguistic (or direct) and linguistic. Extralinguistic methods of semantization involve revealing the meaning of a word using objective, non-objective or pictorial rendition and include facial expressions, gestures, drawings, photographs, objects, etc.

When using extralinguistic methods, special attention should be paid to the adequacy of the rendition and to checking the correctness of students' understanding of the introduced words. Their effectiveness is determined by the unambiguous and specific situation of presentation of each word.

Linguistic methods of word semantization are understood as revealing the meaning of a word using the means of the language being studied. We can distinguish the following linguistic methods of semantization: synonyms and antonyms, definitions, scales, international vocabulary and analogy with the native language, word-formation analysis, situations.

Synonyms and antonyms are used to reveal the meaning of concepts when the initial training of students does not allow the use of long and complex definitions. For example, at the initial level, you can explain the word “*miserable*” as “*very sad*”.

Antonyms and opposition, like the previous method, are often used by the students themselves: “What is the antonym for the word ...?” The new word “*sour*” can be easily illustrated by the opposite word “*sweet*”. But you should specify the contexts, in which these oppositions are true, for example, *sugar is sweet and lemons are sour, but the opposite of sweet tea isn't sour tea*.

The way of semantization with the help of definitions requires a certain language training. Often, one definition is not enough to reveal the meaning of a word. The word must be defined in context, for example, “*to break out*” in the sentence “*A fire broke out*” means “*to start*”, but if taken out of context, it may be mistakenly used by students in the sentence “*The lesson broke out*”. Moreover, all words in the definition, except the new one, should be well known to students. The disadvantages of the definition include the fact that it is often very cumbersome.

The use of scales presupposes knowledge of similar or opposite concepts that express the degree of a certain quality, which makes it easy to introduce other concepts. For example, if students know the words “*hot*” and “*cold*”, it's easy to introduce the words “*warm*”, “*cool*” and then “*freezing*”, “*boiling*”. At first, you can ask students to put familiar adjectives on the scale, and then add new ones. This work can be carried out both individually and in groups. You can ask students to correct an illogical version and put the words in the correct order.

International words can be understood by students on their own, but they need a special mindset to recognize them. The teacher gives the definition of international words, draws the students' attention to the fact that understanding of such words is possible in the presence of structural (graphic) and semantic similarities, as well as on the basis of transliteration, that is, by replacing the letters of the English language with the letters of the native language.

Another non-translational method of semantics is word-formation analysis. This method allows you to enter a word into a certain paradigm, which helps to establish stronger paradigmatic connections of this word, as well as to repeat already studied words that fall into this category. As an example, consider the suffix-prefix method of word formation. Students can easily understand the meaning of new words that are formed using familiar suffixes and prefixes, since they have their own meanings. For example: *-ly* – adverb suffix: *hurriedly*; *-y*, *-able*, *-ful*, *-less* – adjective suffixes: *lucky*, *reliable*, etc.

Among the many advantages of verbal ways of semantization based on the situation, it should be noted that the situation contributes to the development of contextual guess, facilitates understanding, creates more favorable conditions for involuntary memorization of lexical units, makes the educational process more interesting, shows the use of lexical units in combination with other words in specific situations of communication, which leads to a more effective acquiring the material.

By their nature and structure, situations that are appropriate to apply at the presentation stage can be attributed to microsituations – static situations that

have a simple incentive in their composition. When introducing lexical units and subsequent work on their automation, we use different microsituations united by one goal – to illustrate the combinative capabilities of a word, determine the way of its assimilation, and form lexical skills of its use in speech.

Conclusion. As the results of experimental learning have shown, the untranslatable methods of foreign language vocabulary semanticizing have a number of advantages over translated methods: they develop contextual guess, increase practice in the language, create supports for memorization, strengthen associative connections. At the same time, untranslatable methods require more time than translatable ones, and don't always provide accurate understanding, which requires mandatory control of understanding and implementation of special exercises for the initial consolidation of educational material.

1. Rogova, G.V. Methods of Teaching English / G.V. Rogova. – L-d: Enlightenment, 1975. – 312 c.

EMOTIONAL BURNOUT AMONG STUDENTS

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The 21st century became an age of endless opportunities represented by modern technologies. Every day we face a steady stream of information trying to handle all of our thoughts and observations.

We always talk about how technologies affect the environment, without any consideration of how they, undoubtedly, affect ourselves and our inner environment either. Day by day modern people tend to become tougher on ourselves, while working remotely more often and naturally losing sight of the results of accomplished work. Such lifestyle is also applied for emotional state of students and their behavior. Preparations for exam sessions, high expectations from parents, greater demands both from teachers and from your own self can easily lead to a burnout.

Emotional burnout (hereinafter «burnout») is a state of emotional, physical, mental exhaustion and complete or partial emotional shutdown caused by excessive and prolonged stress. The reason of this is a mechanism of psychic defense, which allows a human to spend mental energy more frugally, thereby preserving an organism from a complete exhaustion. However such type of physical response leads to negative consequences: reduction of performance, psychosomatic disorders [1].

Nowadays, burnout is a commonplace among young people. On the one hand, at the era of information abundance each one of us is eager to learn something completely new and work on ourselves. On the other hand, at the age of 17 to 25 a person takes vital steps to becoming an independent and