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FEATURES OF WORKING ON GRAMMATICAL MATERIAL IN ENGLISH BASED ON A COMMUNICATIVE APPROACH TO TEACHING

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A foreign language is one of the subjects that a student learns in the process of active speech production (speaking, listening, reading, and writing). In this regard, the organization of work on grammar in communicative learning largely determines the success of foreign language education, allowing you to create an environment close to real conditions, which determines the relevance of our research.

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 discussions. There are two ways of explaining grammatical material – communicative-functional and theoretical-practical.

The communicative-functional method provides familiarization with the form, meaning and use of grammatical phenomena in situations. For this purpose, speech situations, submitted either by ear or in printed form, are used. Students, getting acquainted with a new grammatical phenomenon in a speech sample and understanding its meaning from the context, comprehend it, establish the most essential features, form a rule. The advantages of the communicative-functional method are: 1) the proximity of the presentation of new grammatical material to the natural conditions of communication, 2) the development of language guesswork. In turn, this method has the following limitations: the simultaneous combination of meaning, form, function does not always lead to the fact that students make the right conclusion; a clear idea of the grammatical rule is

not always formed; this process is very time-consuming and requires high skill from the teacher.

The second method, theoretical-practical, involves a brief theoretical explanation of the speech pattern, concerning the formation and use of this grammatical phenomenon, sometimes compared with the phenomena of the native language. This is followed by a search in the text of a specific material for confirmation. The advantages of this method are as follows: 1) it creates conditions for a more accurate understanding of the ways of education and the sphere of use of this phenomenon; 2) to a greater extent, it allows to prevent and overcome the negative influences of the native language; 3) it is time-saving, since it reduces the number of examples for the formation of a stereotype by analogy. This method makes it possible to widely use schematic visibility, language models.

Thus, in the practice of work, both methods should be rationally combined, taking into account the specifics of the grammatical material and the age characteristics of students.

When training grammatical material, exercises in their content should be artificial, but still samples of one or another type of speech activity.

In the methodology of teaching foreign languages, E.I. Passov developed the following principles of constructing conditionally speech exercises: 1) the principle of using a speech task, which is realized in the fact that while performing speech actions in the exercise, the student uses those speech tasks that are characteristic of the real process of communication; 2) the principle of analogy in education and the assimilation of grammatical forms, which means that the student, performing any speech task, follows a certain pattern, usually presented in the teacher's replica or on the blackboard; 3) the principle of parallel assimilation of grammatical form and its function in speech [1].

These principles allow us to develop exercises that would create optimal conditions for the formation of communicative grammatical skills. These exercises must meet the following requirements: 1) be situational (this means that any phrase, a teacher's remark and a student's reaction must correspond either to a natural or to a situation specially created by all possible means); 2) ensure at least conditional motivation of the student's reaction to the teacher's remark, i.e. the student's remark is not pronounced for the sake of any grammatical task, but in the presence of a speech task; 3) ensure in each of the student's replicas regular repeatability of the automated form; 4) ensure the same type of phrases with the predominant focus of the student's arbitrary attention on the purpose and content of the statement, and not on its form; 5) ensure the relative infallibility of the student's actions, which can be achieved by the appropriate organization of the exercise; 6) imitate the communication process in each of its elements, i.e. only communicatively valuable phrases are used as replicas, namely those that can be used in speech, and not generally grammatically correct constructions, while the replica and reaction should not be far-fetched; 7) be time-efficient, i.e. exercises should be performed at a normal or almost normal speech pace.

Thus, conditional speech exercises play a leading role in the formation of communicative grammatical skills. The types of conditional speech exercises are very diverse. They can be classified according to three criteria: by composition, by installations, by the method of execution.

The composition of the exercise refers to the number of replicas included in one element of the exercise and which are usually from six to ten in each exercise. From this point of view, it is possible to distinguish binomial, trinomial, expanded and complex exercises. Complex exercises have usually three or four parts. Their purpose is to generalize several learned grammatical forms.

The guideline in a conditional speech exercise is usually the task of expressing a particular feeling-incentive. The latter is always contained in the second phrase of the microdialogue – in the student's remark. This remark can be either a question, or a statement of something, or a denial, or an incentive to action. Therefore, conditional speech exercises according to their settings should be divided into interrogative, ascertaining, negating and motivational.

Classification of conditional speech exercises according to the way they are performed provides exercises for 1) differentiation; 2) imitation; 3) substitution; 4) transformation.

It should be noted that all four groups of exercises provide a transition to the transfer of linguistic phenomena to a new speech situation, for example: retelling, composing, making up dialogues on a given topic, dialogues on a free topic containing activated grammatical phenomena, etc.

Conclusion. The development of grammatical skills is achieved through exercises. The essence of the exercise is revealed in the structure and its system. The system of exercises should illustrate the process of assimilation of new material and be a practical guide to ensuring the activation of grammatical material in speech.

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BURNOUT SYNDROME IN EMPLOYEES OF THE CENTRAL DISTRICT HOSPITAL

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The problem of emotional burnout is quite relevant today, it has long attracted the attention of psychologists, because anyone can become a victim of the burnout syndrome. People working in the field of social and communication