

have to give nonverbal sign mostly with the help of the upper part of the face. Which makes it more difficult to differentiate between some facial expressions. At the same time, mask makes it more difficult to pronounce the words and perceived them. The teacher has to increase the loudness of their voice and use many repetitions, which distracts the students.

Meanwhile the students noted that classes with masks on help them feel more relaxed due to absence of excessive use of facial expressions by teachers that distracted their attention earlier.

We can also note that such nonverbal means of communication as proxemics and haptics suffered the most due to social distancing [1]. Which results in decrease in students' involvement into the process of education.

Conclusion. Therefore, we can conclude that restrictions imposed by the COVID-19 pandemic changed our nonverbal communication habits. Though we are in process of changing we can say that majority of nonverbal signs has deteriorated.

The relevance of this topic is high as we have just begun to conform to the current conditions and find solutions to the problems we face during after pandemic time. All the participants of the process of education put all their efforts to adapt to new conditions. It is important for all of us to take into consideration current situation and work on solution together.

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TEACHING FOREIGN LANGUAGE MONOLOGUE ON THE BASIS OF CONTENTS SUPPORTS

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Keywords: contents support, monologue, teaching methodology, foreign language.

The underlying idea of the concept of foreign language teaching at the present stage is mastering it as a means of intercultural and interpersonal communication. It becomes important to model communicative speech _killful in the learning process. Thus, the relevance of this study is determined by the need to

introduce modern learning technologies into the educational process leading to the improvement of the quality of education in general and the improvement of teaching methodology of foreign-language oral speech in particular.

The objective of the study is to determine the most optimal ways of using contents supports in English lessons to develop foreign-language monologic speech.

Material and methods. When writing this article, the following research methods were used: literature review on the subject and its critical analysis (works of M. L. Weissburd, N.V. Elukhina, E. I. Passov, etc.); the observation of the teaching process at Vitebsk gymnasiums №1, №2, the analyses of the attended lessons.

Findings and their discussion. In the learning process, monological speech should be situation-specific and motivated, i.e. the student should have the eagerness, the intention to communicate something to the listeners in the foreign language. For situational teaching of monological speech it is effective to use different kinds of supports. Support is a model of the program of statement in which possibility of variant use of means of its expression on the basis of awareness of ways of performance of speech actions on generation of the statement should be laid. This definition declares the main purpose of supports – directly or indirectly to help the production of a speech utterance by evoking associations with students' life and speech experience.

A number of methodologists consider two criteria for grouping supports: according to the way the material is presented and according to the way the speech activity is managed. According to the way the material is presented, there are verbal and visual (illustrative) supports. The difference between these supports is that they evoke associations either by means of words or by images of real reality [2, p. 94].

In terms of the way the speech activity is controlled, the supports are subdivided into contents and semantic. Contents supports set the topic and determine the factual contents of the statement. The semantic supports are more associated with the problematics, aimed at setting cause-effect relations and the expression of individual attitudes towards the object of the statement.

An important role in training the monologue is played by such contents supports as logical-syntactic schemes (LSS), functional-notional tables (FNT), logical-notional models (LNM). LSSs act as landmarks and visual verbal supports, directing the statements of students in the right direction, prompting students the contents of the statement, the sequence of phrases, their total number. With the help of LSSs it is possible to manage students' statements using the necessary speech material, to combine it, to transform the spoken texts.

Work with FNT has become widespread. The advantage of FNT is that these tables and the system of work with them are designed for independent communicative mastery of lexical units and for organizing independent work in general. They make it possible to abandon the semantization stage in order to discover the meaning of a word. It is also important to note that from the very first encounter with new words pupils independently choose them and use them

to form their thoughts, which creates favorable conditions for increasing the productivity of involuntary memorization [1, p. 123-129].

The value of LSS is that it enables pupils to practically engage all types of speech activity. LSS helps to implement a student-centered approach to learning and follows the main principle of this approach: the student and his/her learning activity are in the centre of learning. LSS also stimulates group activity. Working in different modes (in groups, in pairs) allows for the adaptation of communicative situations, the skillful use of conversational clichés, reasoning and comparison. Participants in situations with different levels of language proficiency become equally competent in performing certain work thanks to the visual support in the form of the LSS.

Conclusion. Thus, in order for monological speech training to be aimed at mastering the skills of logical thinking, highlighting the main point, drawing findings and conclusions, linguistically competent construction of statements, the process of formation of skills and abilities of foreign language speech should be communicatively managed. The contents supports analyzed above are effective means of such management. With all the variety of supports they should meet a number of requirements conditioned by the methodological principles of foreign language teaching, namely: 1) parameters of a studied material, in our case – a monological statement; 2) availability and demonstrativeness (increased font, italics, colour extraction, underlines, etc. are means of attraction of attention to components of a foreign language material); 3) individualization of a choice; 4) systematic work; 5) gradual increase of difficulties; 6) situativity of a statement. Only if these principles are followed, the use of various kinds of supports can significantly intensify the process of learning to communicate in a foreign language.

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THE ADVANTAGES OF USING TED TALKS MATERIALS FOR DEVELOPING STUDENTS' DISCUSSION SKILLS

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It's widely known that language teaching sets as its overall goal the development of communicative competence. Communicative competence allows students "to convey and interpret messages and to negotiate meanings interpersonally within specific contexts" [1, p.196]. Discussion skills are placed among one of the most important communicative skills. Being involved into discussion provides the de-