

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-

velopment of thinking, listening and speaking. Due to these reasons the importance of effective mastering of discussion skills has been substantiated during our study.

The aim of our research is to describe and to analyze how the usage of the multimedia content “Ted Talks” in teaching English enhances students’ discussion skills.

Material and methods. While working on the research we analyzed the following materials: theoretical foundations of language teaching and learning in works of Brown H. Douglas [1] and Galskova N. D. [2]; practical implementations in works of Harmer J. [3], Richards Jack C. [4]. Such methods as references analysis, multimedia content analysis, generalization and description were used during our study.

Findings and their discussion. When we are speaking about teaching English, discussion is the most similar and authentic form of oral speech, that reflects the psychological aspects of communication process. It is out of question that students should not only read and learn the material by heart, but also discuss it with others in order to achieve effective learning and understand the practical use of it in speech. Therefore, the discussion should be used as it allows to reach the goals the teaching suggests.

Discussion skills involve skills related to speaking and listening; the ability to start, to hold and to finish a conversation; the ability to create your own strategy and plan of your speech; the ability to predict the outcome of the conversation and to predict the reaction to the words you say; the ability to understand the speaker on the first try, to ask again if the explanation is needed, etc. [3].

Nowadays, the effectiveness of the use of multimedia content for the development of students’ discussion skills is still a topical issue. The use of multimedia in teaching helps students to solve problems and to overcome such difficulties as mastering English pronunciation, being able to comprehend English language while listening and watching different authentic video or audio material. It is achieved by imitating and creating English-speaking workplace, which is based on an authentic text in a foreign language. Using authentic material to teach English can make the learning process even more engaging, imaginative and motivating for students. Moreover, it gives the opportunity to listen to the foreign speech and to analyze the usage of various models and constructions in a sentence; to enrich the vocabulary with idioms, collocations and phrases. Whether the English-speaking workplace is created successfully or not, it all depends on the lesson plan built by the teacher. Such lessons should be made up of exercises that are aimed at activating and improving different necessary skills.

The most famous organization that holds intellectual conferences and publishes lectures in the public domain is TED (Technology Entertainment Design). This website contains a large amount of video material in English on various topics. Therefore, we can consider this platform as a resource for building lesson plans and preparing for the classes using authentic material.

Taking into consideration all necessary prerequisites of working with Ted Talks multimedia content the following steps can be followed:

Step 1. A teacher introduces new vocabulary, useful phrases, idioms and collocations that will prevent misunderstanding of the material. It can be done via such exercise as matching a word, a phrase, an idiom or a collocation with its' definition only in English; students can try to guess its meaning through the context.

Step 2. Students are to guess what the video is about by its name or based on the pictures, screenshots from the video.

Step 3. Students are to answer questions related to the topic of the video, expressing their attitude to the subject. At this step a teacher should encourage students to ask each other in order to enter into a discussion with a teacher and themselves.

During demonstration stage students are allowed to take notes with main ideas and statements because it helps them to concentrate and to follow the idea of the video.

After demonstration stage a teacher may include following exercises:

Exercise 1. To name the main idea of the video that the speaker was trying to express;

Exercise 2. Multiple choice exercises;

Exercise 3. Filling the gaps.

For the following exercises it is recommended to work in pairs or in teams, so students would have the opportunity to help each other and share their thoughts.

Exercise 1. To decide whether the following statements were mentioned or not;

Exercise 2. To decide whether the following statements are true or false. Students are to give the correct answers;

Exercise 3. To answer the questions based on the material students listened;

Exercise 4. To answer the questions aimed at expressing personal attitude to the topic.

So as to develop the communication and discussion among students the following phrases should be introduced to them. Checking the understanding of the content: *“Do you think this statement/this idea was mentioned? What the speaker was saying about it? Do you agree with that? What is your opinion about...? What is your attitude towards...?”* The reaction to this questions may be given with following phrases: *“This statement was mentioned, when the speaker was telling us about...; The following statement wasn't mentioned in the video; I didn't quite get that; I couldn't agree more...; I don't quite agree; I'm afraid, I disagree (with the statement/words); Personally, I think...; In my opinion/view...; I believe...”*. By the end of answering discussion questions students are asked to share their points of view.

Some students may be asked to sum up opinions and thoughts as they all shared regarding each statement of the video. In addition, a few minutes at the end of the lesson should be taken for reflection.

Conclusion. Thus, it can be said, that the usage of Ted Talks multimedia content in discussion activities allows students to enhance communicative skills. It improves not only listening skills, that gives students the opportunity to think through different ideas and points of view, to digest and understand it, but also speaking skills, which allows them to form connections, to express ideas accurately and coherently. The given exercises are aimed at developing critical thinking, decision making, attentive listening, sharing personal attitude towards different statements.

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