

so they could eat soap or drink something. And they always did what that person told them to do. The girls were carefully monitored. The letters they sent to their families were strictly censored. It was forbidden to use kind words or complain about the hard life. Also, all letters coming from relatives were subject to scrutiny. During classes, walks, meals, and even nighttime naps, female wardens were always assigned to them. Sometimes the girls were able to escape from their jailers, but if they failed, they were subjected to a harsh punishment. In general, for any offense, they were severely punishment.

Conclusion. During the training within the walls of the Institute for Noble Maidens, the pupils experienced many difficulties. Studying in modern schools for girls cannot be compared to those conditions: strict teachers and wardens, harsh living conditions, poor nutrition. The only resting place was the infirmary, since it was the only place where the room was heated and where one could sleep. Girls went through a lot of hardships, but they endured them all with courage. Constant worry and anxiety, a huge learning curve, for example, students had to learn several foreign languages, and French to know perfectly well. This led to exhaustion of the body, some girls even died, although diseases were more common cause of death. There were also white but very short streaks in their lives. But despite all this, the Institutes of Noble Maidens maintained their popularity. After all, it was thanks to them that girls from poor families had the opportunity to receive a decent education and be well-equipped for further life. After graduation, they could become governesses or stay on as teachers in a boarding house. But many girls had little idea of real life outside the boarding school because of the closed nature of the institution from the rest of the world. Therefore, the girls had many problems when they encountered serious reality.

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THE PROCESS OF REPRODUCTIVE GRAMMAR SKILLS AND HABITS FORMATION BY MEANS OF DRAMATIZATION

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Keywords: dramatization, reproductive grammar skills, a preparatory stage, a procedural stage, a control and correction stage.

The question of dramatization as a way to activate reproductive grammar skills in the process of teaching English in secondary school has been raised in the methodology relatively recently and is therefore still under development. At the same time, the communicative orientation of the educational process requires the use of such technologies that would facilitate the involvement of all students in the educational

process and bring learning closer to the natural process of communication. In this regard, the techniques of dramatization deserve special attention.

Material and methods. To prove the mentioned idea, we have applied the following methods: a descriptive method, a contextual analysis, an interpretation method.

Findings and their discussion. Without pretending to find a complete solution to this problem, we see it expedient to present the whole process of working on the activation of reproductive grammar skills using the dramatization technique in the following form:

Stage 1 – preparatory;

Stage 2 – procedural;

Stage 3 – control and correction.

At the preparatory stage familiarization and work with the text material take place, on the basis of which dramatization will be carried out in the future. Finding a passage to dramatize may seem problematic. Even if there are texts of ready-made scripts, they are not always suitable for use during the lessons, since they may either not correspond to the program, or require additional grammatical adaptation.

When working on a text, linguistic, socio-cultural and semantic analysis is first performed, then the dominant grammatical theme is highlighted, training exercises are performed to form an active reproductive grammar skill. After that, the text is transformed, dialogues, polylogues, role-playing games are compiled on its basis.

The initial stage in teaching the techniques of dramatization can be acting out the roles of the studied text-dialogue from a textbook or a text close to it in content from a book for additional reading. The work in this case involves: 1) listening to the text recorded on magnetic tape, 2) analysis of the dramatized text, 3) a conversation about the characters and ways of transmitting them when reading, 4) practicing expressive reading of roles, 5) memorizing roles, 6) playing dialogue by roles.

At the procedural stage, foreign language creative activity and speech interaction are implemented directly. The procedural stage includes 2 stages: 1) the distribution of roles and rehearsals, 2) the actual dramatization.

When assigning roles, it is important to take into account the language capabilities of students, their acting skills, individual character traits. At this stage, students improvise, can add their own lines to the learned roles, and alter the material offered to them in their own way. It is advisable for each participant of the dramatization to show independence in composing the words of his role. At this stage, it is possible to conduct a collective discussion of the stage result, the purpose of which is to improve further creative activity and the ability to improvise.

The specifics of the teacher's activity lies in the fact that he comes to perform the functions of an organizer and a head of the educational process and at the same time to be a partner in speech communication, i.e. he must be both a formal head and an informal leader of the educational team [1]. The discussion should be conducted in a tactful and friendly manner, contributing to the strengthening of friendly relations in the team.

It is necessary to prepare students for the dramatization of the text, to help them, first of all, to enter into the role of the characters being performed. For this purpose, it can be recommended to perform, for example, the following tasks: read excerpts from the text by roles; tell the biography of the hero (describe the events on behalf of different

characters); express their opinion on the problem, acting as different characters. You can play a game: acquaintance with the characters of the work. The game is based on an earlier analysis of literary portraits and interpersonal relationships of the characters. The form of an interview with the characters of the work, prepared by a group of schoolchildren – “journalists”, is used. The characters talk about their appearance, clothes, habits, attitude to other characters of the work.

It is advisable to carry out control and correction in 2 stages [2]:

1. The primary analysis and evaluation of the acting troupe activity is carried out in the classroom after watching the direction of a play and is of a short-term nature. The communication of schoolchildren as a way of organizing joint educational activities is analyzed: the nature of contacts between participants, the peculiarities of their perception of each other, the presence of mutual understanding; the correct use of the activated grammatical topic.

2. Deferred analysis which involves a detailed analysis and correction of mistakes made during dramatization.

Conclusion. The use of dramatization develops critical and intuitive thinking, serves as a means of stimulating intellectual development, improves the quality of speech by increasing the length of sentences, using a variety of grammatical constructions and expanding vocabulary. The use of social forms of work in the classroom, in particular dramatization, fundamentally affects the dynamics of the development of psychological characteristics of students. Psychological discomfort, tension, stiffness decrease; fear as a communicative barrier disappears.

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MEMES AS A NEW WAY OF COMMUNICATION FOR YOUNG GENERATION

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Keywords: communication, online communication, meme, image, visual tool.

Modern society is a society of visual communication that mainly takes place on the Internet. Of the many forms of visual expression on the Internet among the most widespread and most expressive are the memes. Internet memes are the most common photo and video content on the Internet, which convey or send a specific (often humorous) message, whose codes and meanings are well-grounded in the global culture.

The aim of our study is to examine the features of the Internet memes as well as to detect which types of memes are most popular and what are their characteristics.