

to the examination session only with dirty hair. It should be noted that not only unwashed hair and food help South Korean and other Asian students, but also Buddhist prayers do.

It is asserted that Indian students eat cottage cheese with sugar during an examination period. It is believed that it cools the brain and allows a student to get better results. Some of the Indians take more drastic measures and become vegetarians for the entire examination period.

On the African continent, you can also find interesting traditions that can be applied in your country. So, in Zambia, students do not shake hands during the session. Such hostility is explained by the fear of transferring part of their knowledge through a handshake and failing exams [1].

Conclusion. Thus, it can be concluded that in different countries of the world, students use a variety of traditions and superstitions that clearly reveal each country's peculiarities. The analysis demonstrates that student customs are diverse, interesting and multifaceted and they fully reflect the culture and traditions of the people in which these customs originated.

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FEATURES OF EXERCISES FOCUSED ON THE HABITS AND SKILLS DEVELOPMENT OF SURVEY READING IN A FOREIGN LANGUAGE

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Keywords: survey reading, system of exercises, silent reading, forecasting skills, communicative task.

The construction of a building presupposes the presence of a foundation, which is responsible for the stability of the supports. If the foundation is not laid in accordance with standards, collapse or buckling are inevitable. The same fate awaits the insufficiently educated, therefore, narrow-minded person who cannot (due to his / her ignorance) become

a full member of modern society. Nowadays, reading plays a key role in human life as it opens up new vistas for achieving dizzy heights in miscellaneous realms.

According to E.I. Passov, reading as a skill, on the one hand, is distinguished by a communicative orientation, drawn to “semantic perception”, on the other hand, reading includes other aspects: perception of graphic elements, lexical meanings, grammatical forms and so on. The degree of development of introductory reading skills can be different, and schools, first of all, strive to provide a certain level of communicative competence specified by the curriculum.

Thus, the problem of this study is relevant because representatives of the philological and pedagogical sciences continue to look for new ways to optimize teaching of this type of reading.

Material and methods. The following research methods were used: literature review on the subject and its critical analysis (works of E.I. Passov, N.D. Galskova, E.I. Solovova), scientific analysis of English training, the observation of the teaching process in Vitebsk gymnasiums № 1 and 2.

Findings and their discussion. Survey (synthetic, extensive) reading is a silent reading, without a dictionary, at a fairly fast pace, in which the reader's attention is focused on understanding the content, interpreting and memorizing it. The main goal of a reader is to extract the general information contained in it.

Usually long texts are used, without any difficult material, containing at least 25 – 30% of extra-information. Survey reading assumes an understanding of at least 70–75% of the facts contained in the text (basic information should be memorized and then reproduced word for word; secondary information –without distortion of meaning). The reading speed should be 180 – 190 words per minute for the English and French languages, 140–150 for German [1, p. 242].

Exercises for developing survey reading skills are divided into two groups: a) preparatory; b) speech.

Preparatory exercises develop skills of quick reproduction of large text units, forecasting skills and skills of speed reading. Preparatory exercises include [2]:

1. Exercises focused on the building of forecasting skills and understanding of new linguistic units. For instance: “Choose the sentences (the list of sentences is written on the blackboard) that reflect the main idea of the text.”

2. Exercises aimed at understanding new vocabulary. For instance: “Match each new word with its definition.” “Or identify what part of speech the new words belong to according to word-forming elements.” Or “Comment on the meaning of each new word taking into account the context.” Or “Complete the sentences using appropriate words.”

3. Exercises aimed at teaching the coverage of large units of text and the development of a normal reading speed. For instance: “Read the text as quick as possible, trying to seize the main idea.”

Speech exercises are classified into the following groups:

1. Exercises focused on understanding the general information. For instance: “Answer the questions.”

2. Exercises focused on understanding the main ideas, identifying topics, establishing the sequence of events, highlighting details. For instance: drawing up a plan, put the events into the correct order, deciding if the statements are true or false, underline the most suitable heading for each paragraph.

3. Exercises aimed at the development of the ability to review the material. For instance: “Prepare an annotation of the text.” Or “Develop the situation based on the content of the text.” Or “Debate on the topic ...”

In order to succeed in survey reading readers should adhere to certain rules: 1) read as fast as possible in a short period of time; 2) organize silent reading periods; 3) check the understanding of basic information; 4) not to use translation as it makes fluent reading impossible.

The process of reading is divided into three stages: 1) pre-reading; 2) reading; 3) post-reading.

The purpose of the first stage is to stimulate interest in reading, to handle with linguistic and cultural difficulties in understanding the text with the help of some factors that simplify perception. Teachers use various techniques in order to capture students’ attention. They may include, for instance, basic discussions in groups. Well-organized work in a group, working to preserve the mental and healthy health of a student, builds communication and collaboration skills. To overcome language difficulties, the following types of work are used: 1) new word, grammatical constructions, proper names should be written out and commented on the blackboard or on a special card; 2) exercises containing the studied material; 3) linguistic and cultural difficulties can be removed by showing pictures, slides (presentation) and videos [3].

Before the second stage, students should be set up to read the text. Students are offered to answer the questions, do multiple-choice quizzes, complete sentences, establish whether the wording is wrong and correct the mistake, fill in the chart [4].

The last stage is devoted to the control of the understanding of the text and the extraction of basic information. First of all, understanding at the level of meaning is checked: students formulate the idea and topic of the text and necessarily give their assessment of what they read. It is important to do certain exercises focused on the development of the ability to express their opinions. For instance: “Express your attitude to...”. Or “Tell me if you agree with the author’s assessment of events, facts and why”. Or “Tell me what was especially captivating for you to learn from the text and why, share your experience if it is possible.”

The final stage may include: making up monologues or dialogues; conducting discussions; filling out questionnaires; selection or own development of illustrative material; preparation of projects, etc.

Conclusion. Reading is not only a personal safety-valve, but a thorny way to stimulate students’ mental activity. One most significant point that should be considered in the course of this issue is the formation and development forecasting skills, language guesswork. Someone who is really good at survey reading will break the ice and start an instructive conversation, find a way out of any dodgy, delicate situation, be quick at repartee without any scruple. This strategy is a bit sophisticated, but efficient.

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LINGUISTIC CHARACTERISTICS AND FUNCTIONS OF INSTAGRAM HASHTAGS

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Social media communication is becoming more and more popular today and it occupies a significant part of our everyday interaction. A hashtag as a form of tagging allows users to embed metadata in their posts, to categorize topics and make them searchable online. Hashtags appeared first on Twitter in 2007, but now have spread to other communication platforms, such as Instagram, Facebook, and YouTube. Although a great range of disciplines investigates hashtags (IT, PR, marketing, social studies), hashtags have not yet received enough attention from linguistic research [1].

The aim of our study is to examine the characteristics of hashtags from a linguistic perspective, with a particular focus on Instagram hashtags in English.

Material and methods. The scope of the present research covers a corpus of Instagram posts published by English-speaking participants, including about 70 hashtag entries. Such methods as the descriptive method, the method of the analysis and classification were used.

Findings and their discussion. A hashtag is «a string of characters preceded by the pound symbol «#» [2, p. 46]. It allows users to add metadata to their posts, increasing the probability that their posts will be found and followed.

Hashtags were originally devised to categorize messages posted on social media platforms, such as Twitter, Facebook, YouTube, and Instagram. Over fourteen years of use, the hashtag has not just changed the form of communication on the web and accelerated the ways of searching for information, but has become a new form of self-expression.

Though initially launched to classify the topic of a post, hashtags have now developed several functions, such as expressing emotions, supporting movements, promotion and publicity, in addition to functioning as disclaimers. Born in the online environment, hashtags have even spread to the offline world as they can now be frequently seen in TV commercials, newspaper headlines, and demonstration banners where they are used to emphasize messages.

The spread of hashtags has caused a controversy among the linguistic community. Some researchers regard them positively in the light of language change. Others, however, claim that they are ruining the language.