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ONLINE TEACHING RESOURCES AS THE WAY TO IMPROVE METHODOLOGICAL AND PEDAGOGICAL COMPETENCIES OF ENGLISH TEACHERS

УЧЕБНЫЕ ОНЛАЙН РЕСУРСЫ КАК СПОСОБ СОВЕРШЕНСТВОВАНИЯ МЕТОДИЧЕСКИХ И ПЕДАГОГИЧЕСКИХ КОМПЕТЕНЦИЙ ПРЕПОДАВАТЕЛЕЙ АНГЛИЙСКОГО ЯЗЫКА

T. Zhegalo^{1, 2}

Т. И. Жегало^{1, 2}

*Белорусский государственный университет, МГЭИ им. А. Д. Сахарова БГУ,
Минск, Республика Беларусь
kfl@iseu.by*

Belarusian State University, ISEI BSU, Minsk, Republic of Belarus

The article covers the topic of teaching English at non-linguistic universities and deals with the overview on online resources for teaching English as a foreign language.

В статье рассматривается тема преподавания английского языка в неязыковых вузах и дается обзор онлайн-ресурсов для преподавания английского языка как иностранного.

Keywords: teaching English, online teaching resources, lesson worksheets.

Ключевые слова: обучение английскому языку, онлайн-ресурсы для обучения, методические разработки.

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Advances in science and technology are forcing specialists of various fields to constantly improve their professional qualifications. The speed of innovations implementation in various types of activities, including pedagogical, puts teachers in front of the need to continuously develop their competencies.

Teaching foreign languages requires from teachers not only the development of methodological and pedagogical competencies but also constant work aimed at maintaining the required level of foreign language proficiency. Maintaining language competence requires the systematic training of language skills (pronunciation, vocabulary, grammar) and aspects of speech activity (speaking, listening, reading, writing), which challenges a teacher to interact with native speakers or with those who use the taught language to track new linguistic phenomena. The methodology of teaching English permanently seeks to discover the most effective way to deliver knowledge to students. Every year, dozens of new textbooks are written, hundreds of new books are published to help the teacher, numerous studies are carried out to unravel the secrets of the mastering language skills process.

The standard way of teaching English to students of higher education institutions is to work with an educational complex approved by the curriculum. Educational complexes involved in the educational process can be created by native English-speaking teachers as well as by non-native English-speaking teachers. The value of such teaching materials is indisputable, however, some disadvantages may hamper the learning process:

1) gradual obsolescence due to the gradual relevance loss of the topics and lexical filling introduced in these textbooks. Society undergoes constant development, that leads to the emergence of various social phenomena, tendencies, and trends, which in turn are reflected in the language bringing to new concepts occurrence, necessitating the introduction of new lexical units into speech.

2) monotony and lack of tasks in terms of mastering suggested grammatical phenomena, vocabulary and etc.

The shortcomings listed above affect both the quality of the educational process and quality of the knowledge gained by students.

Speaking of Belarus, English classes in non-linguistic universities are mainly held twice a week, which itself is not enough to promptly increase the language competence of students, which entails teachers to do overtime to compensate for the time constraints with additional learning materials. It means that English teachers have to encourage students to complete a large number of tasks outside the classroom to maintain their language competence.

It is worth noting that shortage of time results in the rigidity of the teaching methodology of many English teachers, which is still an issue in many countries. Many teachers choose drilling and similar to drilling tasks to be the main tools for teaching that are mostly aimed at training the students to properly use only written English or to perform excellently at tests which brings students to the inability of applying gained knowledge in speaking practice. A student of today does not properly perceive tasks that were considered effective in teaching English five years ago, due to the processes of globalization and digitalization which change people's minds and needs and discover new ways of thinking and exigencies.

Online teaching resources can benefit in solving the problems listed above, as such resources are helpful in significantly reducing the time teachers spend to prepare additional grammar, vocabulary, or speaking tasks, as well as in providing teachers with an opportunity to always keep abreast of language trends and the emergence of new English teaching techniques. Here we provide the most popular, on-top online resources which are found to be useful for non-native English speaking teachers.

1) Online resources of double benefit to both the teacher and the student are the YouTube channels of English teachers:

1.1.) YouTube channels of Russian-speaking English teachers, Russian and Ukrainian schools of teaching English:

a) "Skyeng" YouTube channel– contains instructional videos, video commentaries to help in boosting the learning process. "Skyeng" is the largest online English language school in Russia and Europe. Now they have about 100 000 students and 11,140 teachers. "Skyeng" YouTube channel provides videos where teachers tell how to make English practice not boring, through vlogs, shows, TV shows, songs. They analyze the rules, translate songs into Russian and English, discuss news from around the world. They motivate learners to find their purpose in English.

b) "Englishdom" YouTube channel– contains numerous video commentaries on various aspects of the English language. "EnglishDom" is an online English language school, one of the EdTech leaders in Eastern Europe. "EnglishDom" inspires students to learn English through innovative technology and immersion into the language.

YouTube channel link: <https://www.youtube.com/channel/UCgLXMRS8uoQ63JrPxNEQhaw>

c) YouTube channel "English Maria" – is created by a teacher who was trained to teach English in the US and UK, and who is absolutely fluent in general English, and is teaching up-to-date English. She is a developer of unique sets of cards for learning English by phrases and constructions, a developer of relevant approaches to teaching English:

YouTube channel link: <https://www.youtube.com/channel/UCU3kaw-p-Q9rqJHxuAXhFTQ>

1.2) YouTube channels of native English teachers:

a) "English with Lucy". Lucy Bella Earl is a teacher of English as a foreign language. She has completed numerous English courses and speaks English as a competent native speaker of literary, business and spoken English. The videos on the channel are educational and informative and are useful for both teachers and students. Teachers can also find worksheets for training the vocabulary used by the speaker attached below the video. YouTube channel link: <https://www.youtube.com/channel/UCz4tgANd4yy8Oe0iXCdSWfA>

b) "English Speaking Success" - YouTube channel of English teacher Keith O'Hare who possesses a CELTA, TESOL Dip and a Masters in Digital Education. He has worked as an English teacher and teacher trainer for over 10 years in Spain, France, Italy and China. He is now a dedicated online trainer and online course designer, with a focus on helping students prepare for the IELTS Speaking exam. His youtube channel contains lots of videos which are useful for people studying for IELTS as well as for those who would like to improve general English listening, speaking, pronunciation and writing skills. [2]

YouTube channel link: <https://www.youtube.com/channel/UCiVm8XcbwS8-pcDEa5lFXIA>

Videos from these YouTube channels can be used by teachers both directly in the classroom and as additional material for students' independent work outside the classroom.

The inherent advantages of these videos are:

- conciseness of suggested topics or grammar phenomena
- availability
- information relevance
- constant video content updating
- the ability to ask a question about suggested materials
- the ability to participate in the discussion of the video

Internet resources containing English grammar and vocabulary worksheets are obviously significant time-savers when creating lesson tasks and obtaining new ideas for submitting material:

1) "ISLCollective" – a virtual community of teaching a foreign language as a second where a team of language teachers from all over the world who voluntarily and free of charge share their work. "ISL Collective" is suitable for both online and offline teachers. The website navigation is very convenient, there are only 3 main tabs: printables - materials for offline teaching, projectable - for online, video lessons - video variations on any topic, and for different levels. Moreover, teachers can choose a specific grammar topic using specific vocabulary. In this case, the type of material (board game,

dialogue, insertion of a missing word, etc.) should be indicated and the student’s level along with the age category to be specified. Downloading files from this site is free – teachers just need to register.

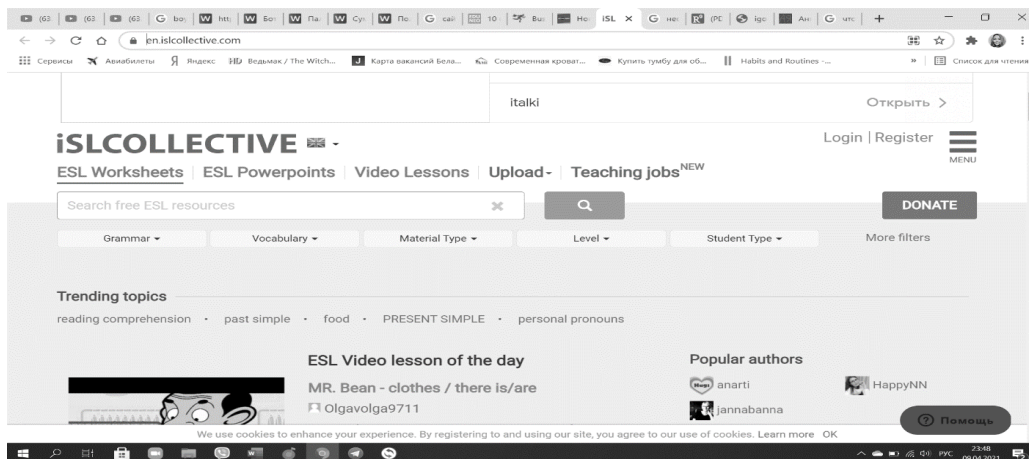


Fig. 1 – ISLcollective website

2) “ESLprintables” – a resource where educators from all over the world can share their own designs. To download worksheets, in addition to registration, teachers need to upload one of their lesson materials. The website is very convenient: to find the needed material, the age, student’s level of English, content type of should be indicated.

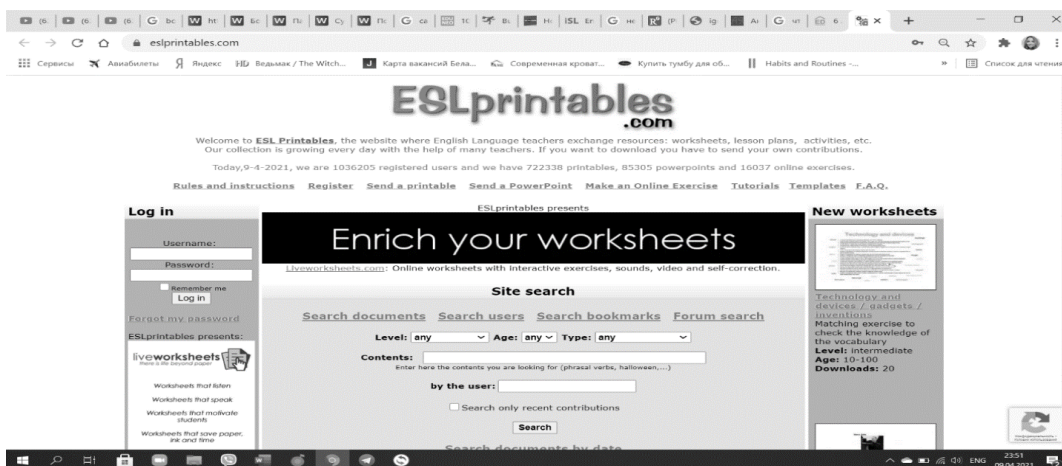


Fig. 2 – Esprintables website

3) “Busyteacher” – a treasure trove of materials for all English teachers. The site is quite simple to navigate, there are only 4 tabs: worksheets, articles, posters, books. The most useful is only the first tab, worksheets, which give access to the lesson worksheets themselves. The category “books” can also be quite useful - there can be found a lot of necessary textbooks for both lessons and teacher development. However, all books are chargeable. A bonus is - excellent methodological articles on improving teaching skills regularly appear on the website. What is important -you do not need to register to download the file.

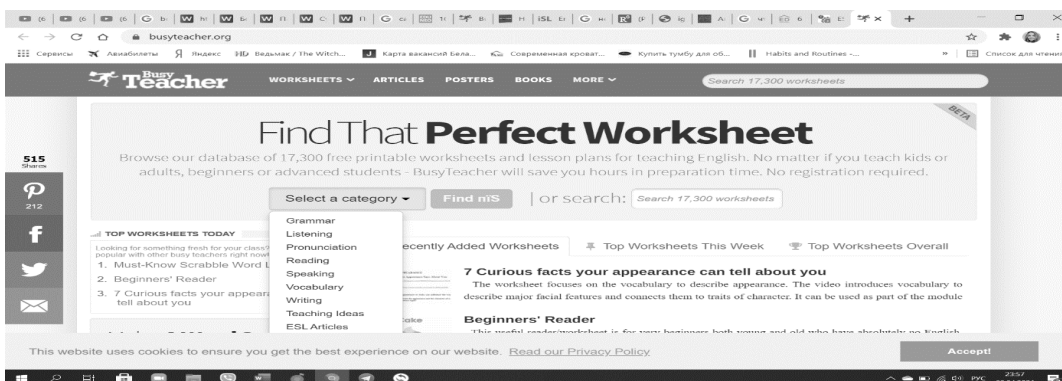


Fig. 3 – Busyteacher website

4) TEDed is a site which provides teachers and learners with subtitled short educational videos from TED on a variety of topics, from Teaching & Education to Business & Economics.

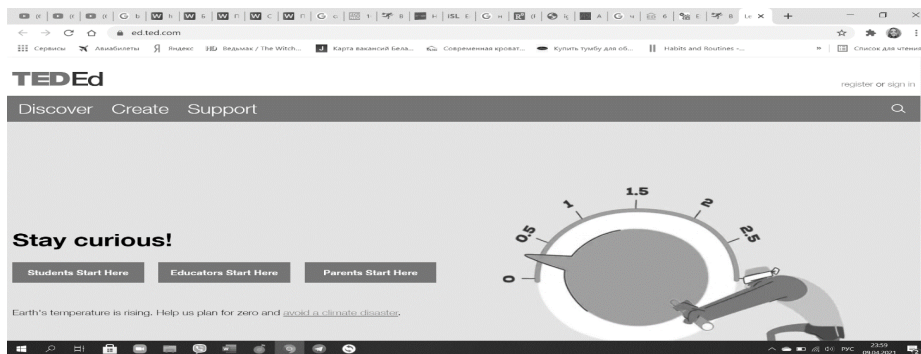


Fig. 4 – TedEd website

Often the most common traditional approach, based on the principles of learning grammar and using translation as a way to test understanding, embellished with the word “classic”, is not able to meet the needs of a modern person who aims to learn how to use the language for communication. Language is studied like some kind of abstract science, the purpose of which is to understand and comprehend various grammatical phenomena in the English language. But the term “communicative approach”, although everyone knows it, remains not fully understood. The modern methodology of teaching a foreign language does not at all deny the study of grammar and “reliance on the native language.” Using the correct grammatical structure is seen as a way to most accurately express the speaker’s intention, i.e. the form is subordinated to the content, and the native language is one of the sources of information for building a system of rules and patterns of a foreign language. In a broad sense, the communicative approach aims to teach how to use language (form) for communication (expressing content), and, accordingly, language is only a means for students to achieve their goals. It follows from this that the main techniques used by the teacher in the lesson should be aimed at creating conditions for communication in the lesson, i.e. using language to understand the meaning of what was read/heard (communication with the author of the text), exchange information with classmates and the teacher, and express their thoughts in language.

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ПЕРСПЕКТИВЫ И ПРОБЛЕМЫ ОБУЧЕНИЯ ИНОСТРАННОМУ ЯЗЫКУ СТУДЕНТОВ НЕЯЗЫКОВЫХ СПЕЦИАЛЬНОСТЕЙ ВЫСШИХ УЧЕБНЫХ ЗАВЕДЕНИЙ

PROSPECTS AND PROBLEMS OF TEACHING A FOREIGN LANGUAGE FOR STUDENTS OF NON-LINGUISTIC SPECIALTIES IN HIGHER EDUCATION INSTITUTIONS

И. М. Качан, П. С. Кушнер

I. M. Kachan, P. S. Kushner

*Белорусский государственный университет, МГЭИ им. А. Д. Сахарова БГУ,
г. Минск, Республика Беларусь*

inna_minsk@inbox.ru, tapolinka8@mail.ru

Belarusian State University, ISEI BSU, Minsk, Republic of Belarus

В статье рассматриваются проблемы и перспективы обучения иностранным языкам, в том числе и второму иностранному языку, в неязыковых вузах, а также их специфика и ценность в дальнейшей профессиональной деятельности.

The article discusses problems and prospects while teaching foreign languages, including a second foreign language, in non-linguistic universities, as well as its specificity and importance in further professional activity.