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PEDAGOGICZNE NAUKI

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VIDEO AS AN ESP TEACHING TOOL

Modern approaches of teaching ESP adhere to the concept of «language personality portfolio» which includes such ingredients as «Resume», «Job interview», «Presentations», «Negotiations» etc. The level of developed skills in the sphere of ESP is the ability of a student to express his/her intention according to the communicative situation on the basis of the language material learnt.

The adequate level of language and speech skills can be achieved through the use of visual aids such as video. It is used to ensure the dynamics of teaching process, to show some true-to-life situations of the reality, to form audio visual atmosphere of learning foreign language.

Using visual aids has some advantages, namely:

- 1) more information value of the material discussed;
- 2) brightness and expressiveness of sensory images;
- 3) dynamics of sense perception.

It is proven experimentally that systematic classes with video speeds up forming of speech skills, activates cognition process, enhances intellectual level of students, and extends their mental outlook.

The distinctive feature of a visual aids method is its ability to show the reality in dynamics, progress which stirs and keep up great interest in students. As a complex method it helps teaching the dynamics of the learnt object as well: to consider specificity of logical operations, thoughts. Therefore the given method is an effective method of ESP teaching, dialogical speech in particular. Watching the situational dialogues forms the ability of probabilistic forecasting that is the main mechanism of conversing. Due to the emotional impact there is an effect of participation, a wish to anticipate and continue the statement of a character.

As video is a synthetic type of art created for some specific purposes it helps to work out proper attitude to the situation and be ready to it in real life. As a teaching method demonstrating videos is subject to step-by-step series of special assignments. Work with the video consists of three phases: predemonstration, demonstration and postdemonstration.

Predemonstration period presupposes elimination of comprehension difficulties: new words and word-combinations are introduced and analyzed in the context/text, the realia and other socio-cultural factors are discussed. Some assignments aimed at reproduction of the contents, sequence and dynamics of events, interaction of the characters are given.

Demonstration phase can be accompanied by expanding of the words and word-combinations into statements or logical forecasting of some episodes.

Postdemonstration phase is the phase of control of comprehension with the help of assignments, e.g.:

- correct the statements according to the plot of the video;
- arrange sentences in the order of events in the film;
- complete sentences;
- characterize personages: their verbal/nonverbal behavior in the given situations etc.

It is reasonable also to suggest students to give general characteristics to the video. As a home assignment students can write an essay on the video material.

There are certain requirements to using video in a classroom:

- Find video that matches your curriculum and is of high interest to the students;
- Use short segments; anywhere from two to ten minutes is ideal;
- Preview the video and find appropriate vocabulary, idioms and/or content to highlight for the students;
- Pre-teach vocabulary or structures that the students may find especially difficult;
- Locate related texts to support your lesson;
- Create opportunities for repeated exposures.

To sum up method of video aids is an efficient teaching tool as it helps:

- to teach students to comprehend and adequately assess the information;
- to develop the ability to observe, classify, choose and hypothesize;
- to make analysis and synthesis of the information;
- to actively learn to use some new vocabulary
- to use the learnt material in the communicative situations.

This approach ensures quite new level of knowledge quality of students and forms their communicative competence. Thus it conforms to the current requirements of linguodidactics and serves as a method of intensification and optimization of teaching ESP.

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ОБУЧЕНИЕ СТУДЕНТОВ-ПСИХОЛОГОВ ОРГАНИЗОВАННОЕ КАК МОДЕЛЬ ПРОФЕССИОНАЛЬНОЙ ДЕЯТЕЛЬНОСТИ

В психолого педагогической литературе последних лет мотивация учения рассматривается как одна из первостепенных проблем.

Нами было проверено, на различном экспериментальном материале, положение о том, что наибольшим мотивационным потенциалом обладает учение, организованное как модель профессиональной деятельности, научной или производственной. Моделью профессиональной деятельности здесь называется учебный процесс, отличающийся двумя признаками:

1. Перед обучаемым ставятся задачи, аналогичные тем, которые решает специалист данного профиля, но в упрощенной ситуации.
2. В ходе обучения обучаемый имитирует не отдельные разрозненные действия, а систему действий в той взаимосвязи, которая имеет место в реальной профессиональной деятельности.

Таким образом, студент, будучи одним из «элементов» модели, имитирует функции специалиста и в то же время является тем познающим субъектом, для которого строилась модель.

Наша гипотеза состоит в следующем: поскольку смыслообразующим мотивом учения студентов является внешний мотив, связанный с их будущей профессиональной деятельностью, для развития мотивации учения необходимо организовать учебный процесс как модель научной или производственной дея-