

THE DEVELOPING POTENTIAL OF INTERNET TEXTS IN VOCATIONAL EDUCATION IN THE STUDY OF A FOREIGN LANGUAGE (ON THE EXAMPLE OF ELECTRONIC MEDIA TEXTS)

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This article is devoted to the use of authentic media materials in the study of a foreign language and their educational potential in teaching various types of speech activity.

Keywords: *mass media; education; teaching process; exercises; skill development*

РАЗВИВАЮЩИЙ ПОТЕНЦИАЛ ИНТЕРНЕТ-ТЕКСТОВ В ПРОФЕССИОНАЛЬНОМ ОБРАЗОВАНИИ ПРИ ИЗУЧЕНИИ ИНОСТРАННОГО ЯЗЫКА (НА ПРИМЕРЕ ТЕКСТОВ ЭЛЕКТРОННЫХ СМИ)

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Данная статья посвящена применению материалов аутентичных средств массовой информации при изучении иностранного языка и их образовательным и воспитательным потенциалом при обучении разным видам речевой деятельности.

Ключевые слова: *средства массовой информации; образование; учебный процесс; упражнения; развитие умений*

The quality and effectiveness of vocational education is influenced by various factors, among which the correct selection of material is far from the last. This helps to increase the motivation for learning a foreign language and helps to form the teaching and research skills necessary for further education.

Today, the texts of the Internet are of particular relevance, which is primarily associated with intense political, economic and cultural events, the emergence of new and the development of existing Internet resources and social networks that are becoming popular among young people and inevitably penetrate into the educational context. Therefore, the issue of determining the genres of mass media texts in the process of converting information into digital form and internetization of the information space, including the informative educational environment, has become relevant. There are a number of research papers on this topic, for example, by such authors as B. Franklin and K. Kawamoto [8, 9].

Journalistic texts of electronic media used in teaching a foreign language must meet such performance criteria as: the educational value of the studied texts, the cognitive value of the studied texts, educational value, developmental value and moral value.

Particularly valuable is such a property of media texts as “representatives” of a journalistic style, as a combination of elements of all functional styles – scientific, official business, colloquial, artistic, which is explained by its genre diversity [3]. The wide use of socio-political vocabulary and the variety of stylistic use of language means of polysemy of a word, word-formation resources, author’s neologisms, emotional-expressive vocabulary, means of stylistic syntax in journalistic texts turn them not only into a necessary means of teaching various types of speech activity, but also requires their inclusion into the content of training, i.e. in the formation of various competencies – sociocultural, linguistic and cultural, intercultural [7, 8].

The most important feature of electronic media, which distinguishes them from print media, is the interactivity factor – the inclusion of guest books, forums, and polls. This provides a reliable connection between the reader and the publication, promotes two-way communication, and involves readers in the discussion of a particular problem [6].

The text placed on the Internet, especially the media text, requires the active participation of the user. E.V. Kakorina, based on an analysis of the Internet media, notes that “communication on the Internet sets the most explicit type of speech behavior, provokes speakers to manifest their personal beginning and language freedom” [2].

Attention should be paid to the fact that the lack of background knowledge on the topic covered in the article, the presence in the text of references to authors unknown to students, any events, situations can also make it difficult to perceive information. In the event that students encounter such difficulties, the teacher needs to be given additional information about what this or that link means [7].

An example of the organization of work with English-language news electronic text in English lessons can be the following sequence: 1. *Work with headings and graphic material (primary perception)*; 2. *In-depth study of the subject matter of the article*; 3. *Formation of a personal position based on the text*; 4. *Actualization of the studied material in tasks of a creative orientation (disclosure of the creative potential of students)*.

While *working with headings*, students should be guided by their existing knowledge in the field of politics, economics, culture, etc., use a linguistic guess, rely on an understanding of the lexical and grammatical structure of a phrase, and knowledge of international words. This stage also includes the translation of captions for photographs, drawings and political cartoons. To work with the news text at the first stage, you can use typical exercises:

Look at the underlined words in the headlines. Decide whether they are nouns or verbs. Explain their meaning. You may need to use more than one word. Example: PM TO CURB SPENDING – it’s a verb meaning to limit; Have a look at these headlines. Then make up stories for short news bulletin. Example: TOP FILM STAR HITS OUT AT INTERVIEWER; Find the international words in the sentence. Example: Small Businesses Cheer Tough Talk From the President. Look at the picture and try to guess the theme of the article; Match pictures and stories.

An in-depth study of the subject matter of the article. At this stage, a specific communicative task is being solved, which is formulated in the task for the text and set before reading the text itself [7].

The most suitable material for this stage of work with the news text are messages about the visits of statesmen and public figures, conferences and summits, and other information materials that are characterized by brevity and conciseness. With an in-depth reading of such a text, the teacher suggests highlighting familiar names, abbreviations, traditional newspaper phrases or clichés, always paying attention to the pronunciation of proper names, geographical names and other difficult words. So, for example, when reading an article on the provision of economic assistance to other states, it is advisable to study the words and phrases associated with the concept of assistance: assistance, aid, help; render assistance; offer assistance, etc. Students read and translate the article under the guidance of a teacher. At the same time, it is recommended to use the most common words and set phrases, by using substitution tables, questions and translation. At this stage, you can use the following exercises: Find the statements confirming the thought that/supporting the idea that.....; Find the sentences that help to understand the headline; Find the sentences that convey the main idea of the article; Which facts from the article surprised you/attracted your attention most of all; Make a plan of the text. After reading the text, students orally and in writing state its content in a short form. One of the main tasks is to develop the ability to compose simple monologue statements. In this regard, a scheme should be used that determines the logical sequence of retelling, within which the construction of the read article can be carried out. For example, a schema might contain the following items: The headline of the article is..... It is written by a British; American ... The article reviews the latest... The author starts telling the reader that/ with the description of.. Then the author points out/states/..... At the end of the article ...says that... From my point of view, the most interesting items in article are following...

Formation of a personal position. This stage of work with the text of the media involves identifying the main theses in terms of content and preparing for monologue and dialogic statements on this topic. So, the purpose of this stage is to use the problems of the text as a linguistic and content support for the development of oral and written speech skills. Students form their opinion on the topic covered in the article, support-

ing it with arguments highlighted in the text or their own. During this stage, students are offered the following models for utterance: The article under discussion is about/touches the problem of ...; This articles reviews the latest events in..; The problems, raised in the text are worth thinking over; The article I am going to review deals with...

Actualization of the studied material in tasks of a creative orientation (disclosure of the creative potential of students).

This stage is the final one and makes it possible to check the degree of fulfillment of the main target setting when working with the news text.

Summing up, it should be said that there is a huge number of exercises and tasks designed to master the language material of electronic media texts. In the process of learning, the teacher must select the material and compose tasks for it, taking into account the level of knowledge and skills of the students. Lessons using authentic media not only expand and consolidate the acquired knowledge, but also increase the creative and intellectual potential of students and their motivation.

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