MODERN TECHNOLOGIES OF TEACHING TECHNIQUES IN ENGLISH FOR SENIOR STUDENTS OF THE SPECIALITY "JURISPRUDENCE"

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In the article modern technologies of teaching reading techniques in English among senior students of the specialty "Jurisprudence" in the subject "Business foreign language" are discussed. Modern technologies are a communicative approach, problem-search activity, critical thinking technology, Internet resources, presentations, etc. They instill an interest in reading.

The aim of this work is to show how the use of new technologies contributes to the implementation of self-realization of student's personal capabilities.

Material and methods. When writing the work, the following research methods were used: studying the literature on this topic and its critical analysis (works by N.D. Galskova, N.I. Gez, I.A. Zimnyaya, Z.I. Klychnikova, etc.), studying the organization of the educational process and experimental verification of the effectiveness of the system of training exercises developed by us at Vitebsk branch of International University MITSO.

Findings and their discussion. The research material selected educational texts in the specialty for jurisprudence-students. Research methodology – elements of a pedagogical experiment, lexical and semantic analysis.

In this case, the problematic teaching method helps, which unobtrusively encourages the student to work in the class actively and creatively. Of course, in traditional teaching to read, there is a number of tasks to activate the mental activity of the students (asking questions, test tasks, etc.). However, such tasks are given haphazardly, from case to case, and teach only certain mental operations. The problematic approach is attractive in that it forms a system of mental actions that a student can apply not only to solving educational and communicative, but also real-life tasks.

It is also important that with the problem-search organization of reading lessons such conditions are created that encourage the student to search, analyze, compare and summarize the necessary information in a foreign language independently. Since we are considering the subject "Business English", the texts will be related to trade, buyers, taxes, business, etc., which is really necessary for students of the specialty "Jurisprudence".

All work on the text for reading can be divided into three stages: pre-text, text and post-text. Much attention is paid to the pre-text stage, since it manages the system of problem-search tasks. And its peculiarity lies in the next fact. Students begin to work with information, not yet opening the text in the textbook [1, p. 173]. To do this, you can think over a problematic attitude to predict the

topic (plot) of the story using a set of illustrations or such a title that will help to introduce the student to the topic of the previous information. In this active work of the whole group, the students form and constantly improve the psycholinguistic mechanisms of primary forecasting - semantic and linguistic even before reading the text. Then you can invite students to come up with a continuation of the story. After this "brainstorming" the text is opened for the first time and an active and reckless search in a competitive form of the main facts of the story is organized, which either confirm or refute the previously made predictions. The final series of tasks of the post-text stage logically leads students to text compression and interpretation. To do this, you can prepare several problematic tasks in order to memorize a compressed version of the text and prepare a project in a foreign language on the problem under discussion.

Another technology that helps to engage students in reading is critical thinking technology. Its goal is to ensure the development of critical thinking through the interactive inclusion of students in the educational process. At this stage, text is offered in which they are looking for new information. It is noticed that in the process of reading, the interest of students quickly weakens, and the information is memorized with difficulty. With the help of the technology of critical thinking, students can be taught not to remember information, but to be able to analyze it, to note something useful in it [2, p. 16]. For this purpose, when reading, use various tables. Students complete them as they read, organizing and distributing new information.

In addition, one of the most revolutionary achievements in recent decades, which significantly influenced the educational process all over the world, was the creation of a worldwide computer network called the Internet. There are many websites for practicing reading skills. Students, working with these sites, learn to select the information they need on issues of interest. In addition, you can create colorful presentations for classes, which also has a positive effect on the formation of reading techniques.

There are a number of interesting and useful sites that make lessons interesting, diverse, informative and effective. For example, "Esl.about.com", "Writing-business-letters.com", "English-test.net", etc. [3] These sites contain a large number of articles dedicated to the study of Business English: tips, tricks and examples for writing business letters that will help in improving the skill of reading techniques, etc. [4].

Conclusion. From all that has been said, we can conclude that problem-search activity, technology of critical thinking, Internet resources, presentations instill an interest in reading, and the use of new technologies contributes to the implementation of self-realization of students' personal capabilities. As a result, in the classroom, it is possible to activate the educational process, form stable cognitive interests and it's possible to achieve a stable increase in motivation. In addition, students learn: to read fluently, analyze and organize information and further investigate the facts that interest them; work in a team, put forward and

defend their ideas and be tolerant of other points of view. Senior students will not only speak on topics from business English, understand by ear, but will be able to read texts in their specialty fluently and competently.

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МЕТАФОРИЧНОСТЬ КОНЦЕПТА «ПТИЦА» В АНГЛИЙСКОМ ЯЗЫКЕ (НА МАТЕРИАЛЕ ФРАЗЕОЛОГИИ)

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Когнитивная деятельность языковой личности создается системой смыслов, реализуемых в конфептосфере. По этому поводу В.А. Маслова пишет о том, что содержательная информация, получаемая в ходе познавательной деятельности человека и ставшая продуктом когнитивной обработки, находит свое выражение в языковых формах [1, с. 90–91]. Средствами актуализации концепта в процессе общения выступают языковые знаки, то есть семиотические единицы. Они вариативны по форме и объему. Например, наименование концепта – это не единственное средство его возможной активизации. Знаковая оболочка концепта реализуется на различных уровнях лексической системы. Данный факт, являющийся лингвистической аксиомой, обусловил цель предпринятого нами исследования – выявить представленные во фразеологическом фонде особенности метафоричности англоязычного концепта «птица».

Материал и методы. Фактический исследовательский материал включал 57 фразеологических единиц английского языка с компонентом «птица», обнаруженные методом сплошной выборки в специализированных лексикографических источниках. Методологическую основу научной работы включали методы стилистического и сравнительно-сопоставительного анализа, а также статистические методы.