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**SYSOVA N.V.
USING INTERACTIVE ELECTRONIC
EDUCATIONAL RESOURCES WHILE
TEACHING FOREIGN LANGUAGES
TO STUDENTS OF AGROENGINEERING
SPECIALTIES**

Sysova N.V., senior teacher

*Belarusian state agrarian technical university, Minsk, the
Republic of Belarus*

The article deals with the use of interactive electronic educational resources while teaching a foreign language to students of agrotechnical specialties. The main external and internal characteristics of electronic educational resources are described. The examples of using the possibilities of modern multimedia technologies in teaching students of agrotechnical specialties a foreign language are given.

Key words: electronic educational resources, foreign language, agroengineering specialties.

**ИСПОЛЬЗОВАНИЕ ИНТЕРАКТИВНЫХ ЭЛЕКТРОННЫХ
ОБРАЗОВАТЕЛЬНЫХ РЕСУРСОВ В ПРОЦЕССЕ ОБУЧЕНИЯ
СТУДЕНТОВ АГРОИНЖЕНЕРНЫХ СПЕЦИАЛЬНОСТЕЙ
ИНОСТРАННЫМ ЯЗЫКАМ**

Сысова Н. В., старший преподаватель

*Белорусский государственный аграрный технический университет,
г. Минск, Республика Беларусь*

В статье рассматривается использование интерактивных электронных образовательных ресурсов при обучении

иностранному языку студентов агротехнических специальностей. Описаны основные внешние и внутренние характеристики электронных образовательных ресурсов. Приведены примеры использования возможностей современных мультимедийных технологий в обучении иностранному языку студентов агротехнических специальностей.

Ключевые слова: электронные образовательные ресурсы, иностранный язык, агроинженерные специальности.

The use of new information communication technologies in teaching a foreign language in higher educational institutions of an agrotechnical specialization is one of the most important aspects of improving and optimizing the educational process, enriching methodological tools and techniques that allow to diversify the forms of work and make foreign language classes more interesting and memorable for students.

The concept of «electronic educational resources» (EER) includes electronic textbooks, materials on separate sections of the relevant areas of knowledge, information educational technologies and other materials the content and form of which allow them to be used in the educational process, including the system of open distance education. The main external characteristic of EER is interactivity, that is, the ability to study material in an interactive mode, when the student can actively interact with the resource. The internal characteristics of EER include characteristics that determine the functional purpose, depth of content, the ability to ensure high efficiency in practical use, etc. [1]

Classwork of the students of agroengineering specialties using electronic educational resources is a form of educationally productive activity of the students. They perform certain actions with electronic educational and methodological complexes, interactive tables, on-line educational dictionaries, etc.

The use of multimedia in the educational process of higher educational institutions of an agrotechnical specialization is

aimed at the achievement of such pedagogical goals as optimization of the formation of knowledge, skills, and abilities of a foreign language; the formation of skills in solving problematic tasks; the development of the material selection skills necessary for a specific educational situation (creation of your own knowledge); increasing the level of motivation for learning; implementation of an individual approach to training, etc.

The teachers of our department actively use the possibilities of modern multimedia technologies in teaching students of agrotechnical specialties a foreign language. There are many online resources for creating interactive exercises. One of the examples of using the possibilities of Internet resources in teaching a foreign language is the use of software products created directly by teachers. To create didactic materials, the teachers of our department widely use the Learning Apps service. The Learning Apps service is a Web 2.0 application. It is a constructor of interactive assignments, designed to support the educative process using interactive modules (exercises). Interactive exercises are created using ready-made templates. [4]

The service has a conceptual user interface, offers registration and is presented in 20 world languages, including Russian and Belarusian. The site contains a gallery of public interactive tasks created by users of the resource. All exercises presented in the service are distributed by academic subjects, and it makes it much easier to find the desired task. To do this, just click the «All Exercises» button at the top of the main page, and you will see a list of exercises created and published by other users.

The main idea of interactive tasks that can be created thanks to this service is that students can check and consolidate their knowledge in a playful way. This contributes to the formation of their cognitive interest and increases motivation to learn a foreign language. To create and save your own tasks

on the site, you need to register. After completing the registration process, templates are available to help you create an interactive exercise. The templates of the proposed exercises are grouped according to their functional characteristics. After creating a task, you can immediately publish it or save it for personal use. Access to ready-made resources is also open to unregistered users. You can use assignments created by colleagues by copying the link at the bottom of the assignment from the «Link» field and pasting it into your personal website page. The works created in this service can be published on the pages of a personal website (blog), you can share them on social networks, send a link to them to colleagues and students by e-mail.

The teachers of our department have developed a variety of interactive exercises on such topics as «Higher education in the UK», «My University», «Agriculture of the Republic of Belarus», «Agriculture in the UK», etc. and also created accounts for their students, where information about completing assignments is posted. These tasks are used to activate vocabulary items, repeat and consolidate the studied material, check the students' knowledge. Moreover, teachers also have an opportunity to control the implementation of the tasks.

Furthermore, the teachers of our department also use actively other services that help quickly and efficiently create a rebus, crossword puzzles or other interactive tasks. These types of tasks are not only one of the ways to motivate students to study a foreign language, but also allow them to master the knowledge of the technical terms and the basic vocabulary.

Microsoft PowerPoint is another electronic educational resource used at foreign language classes. This resource helps make presentations that can be useful when studying new vocabulary, teaching monologue speech or practicing grammatical phenomena. PowerPoint presentations allow teachers to train various types of speech activity and combine

them differently, help understand linguistic phenomena, form linguistic abilities, create communicative situations, automate language and speech actions, and also provide the ability to implement an individual approach. Presentations contribute to the development of independent work skills. Also with the help of presentations the motivation of learning is being increased. In addition, multimedia presentations can promote the implementation of individualized training, the development of creative and critical thinking, as well as information and educational competence of the students of agroengineering specialties. The use of presentations, furthermore, contributes to the implementation of educational material multimediality, interactive learning organization.

One of the ways to use electronic educational resources at foreign language classes in higher educational institutions of an agrotechnical specialization is the Moodle platform. Moodle or Modular Object-Oriented Dynamic Learning Environment is a course management system also known as a learning management system or virtual learning environment. It is a free web application that provides the ability to create sites for online learning, greatly facilitating the work of teachers. The teachers of our department developed and placed on the Moodle platform e-learning and training package for the specialties of the university in English, German, French and Spanish. This platform is used both for teaching students in the classroom and for distance learning. The Moodle platform gives the opportunity to control the assimilation of knowledge when performing tests on-line. The teachers of the department developed and located on the platform test tasks in the thematic sections of the discipline and it greatly facilitates the control of the learned material.

The advantage of the Moodle platform is the creation and storage of an each student's portfolio. It includes all the tasks fulfilled by the students, the teacher's marks and comments, messages in the forum; the ability to control students'

attendance e. i. the activity of the students, and the time of their academic work in the network. The system supports the exchange of files of any format between the teacher and the student. The teacher can collect statistics on students: skimmed lecture materials, completed home tasks, progress in tests, etc.

When completing assignments during classwork, students surf the Internet for the necessary language information, which contributes to the consolidation of students' independent activities. Students' independent work by means of electronic educational resources, on the one hand, contributes to effective work on the assimilation of knowledge and mastering the methods of activity included in the content of foreign language training program, on the other hand, it satisfies the need for self-improvement in the subject outside of the compulsory program material, as well as after graduation.

In conclusion, it should be noted that electronic educational resources make it possible to implement the principles of a differentiated and individual approach to learning, and thereby contribute to the development of personality in the process of their own activities. Moreover, electronic educational resources are focused on the development of research skills of the students of agroengineering specialties, and effectively influence the increase in the level of success in mastering a foreign language. Projects carried out using electronic educational resources help to diversify the classes given using textbooks, as well as implement an integrated approach to teaching a foreign language and significantly increase the motivation for learning a foreign language.

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**ШЕВЧЕНКО М. С.
КУЛЬТУРНО-СПЕЦИФИЧЕСКИЕ
ОСОБЕННОСТИ НЕМЕЦКИХ И РУССКИХ
АНЕКДОТОВ НА ШКОЛЬНУЮ ТЕМАТИКУ**

*Шевченко М. С., кандидат филологических наук, доцент кафедры иностранных языков
Ростовский юридический институт Министерства
внутренних дел Российской Федерации, г. Ростов-на-Дону, Россия*

В данной статье рассматривается понятие «анекдот», типологизация анекдотов, проводится сопоставительный анализ анекдотов на школьную тематику в русском и немецком языках.

Ключевые слова: анекдот; классификация анекдотов; школьная тематика; культурно-специфические особенности.

**CULTURAL SPECIFIC FEATURES OF GERMAN AND
RUSSIAN JOKES ON SCHOOL THEMES**

*Shevchenko M.S., Ph. D. of Philology, associate professor of the Department of Foreign Languages
Rostov Law Institute of the Ministry of Internal Affairs of the Russian Federation, Rostov-on-Don, Russia*

This article discusses the concept of «anecdote», typology