

ловий для формирования умений, навыков, компетенций предстоящей педагогической деятельности. На протяжении всего периода обучения преподавателями, методистами проводятся *консультации*, в ходе которых осуществляется разрешение конкретных проблем слушателей посредством указания на возможные способы их решения, актуализация дополнительных способностей обучающихся, получение дополнительных инструкций и рекомендаций. В ходе стажировки, написания курсовых работ обучающиеся имеют возможность реализовать полученные знания на практике, опробовать новые методы и формы учебной работы, педагогические технологии. На этом этапе преподаватели оказывают слушателям *помощь в первичной реализации* и апробации их собственных методических разработок.

В связи с тем, что профессиональная педагогическая деятельность предполагает наряду с непосредственной организацией обучения и воспитания такие виды деятельности, как проектирование образовательных программ, разработку учебных средств, проведение экспериментальной и исследовательской деятельности, осуществление методической работы, оценку и комплексную самооценку результатов образования и т. д., это порождает сложность и структурную дифференцированность методического сопровождения, которое должно не только быть адаптированным к динамике внутренних и внешних условий работы педагога, но и готовить слушателей к прогнозированию предстоящих изменений, разработке и освоению инновационных способов реагирования на них.

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ROLES FOR COMPUTERS IN TEACHING THE ENGLISH LANGUAGE ARTS

S. M. NESTERENKO

*Educational Establishment «Belarusian State University
of Informatics and Radioelectronics»*

Affiliate «Minsk College of Radioengineering»

Abstract. New information technologies such as computers and electronic networks are now being used in all facets of teaching the English language arts. Their wide-ranging applications raise the question: “What role should these technologies play in teaching and learning?” This report discusses examples of applications grouped into five roles: tutor, tester, tool, data source and communication facilitator.

Technology has become a part of our everyday life to such an extent that there is no excuse for not including it in our teaching, especially if it makes teaching and learning more convenient and effective. Computers have made a triumphal entry into education in the past decade, and we cannot deny that they have brought significant benefits to teachers and students alike.

It is helpful to think of the computer as having the following main roles in the language classroom:

1. *Tutor*. It can individualize instruction, provide learning material and record student progress.
2. *Tester*. It tests students on material already learned.
3. *Tool*. It aids in reading and writing, allows students to produce and format texts easily, facilitates revision of information that learners need.
4. *Data source*. It provides students with the information they need to perform a particular task.
5. *Communication facilitator*. It allows students to communicate with others in different locations.

Computer as a tutor. There has been a sophisticated kind of computerized teaching using multimedia CD ROMS. In such programs, students can listen to dialogues or watch video clips. They can click on pictures to call up the names of the objects they see. They can speak into the microphone and immediately hear a recording of what they have said. The program can keep a record of their progress, e.g. the vocabulary learned, and offer remedial help if necessary. Many of these CD ROM programs are offered as complete language courses. One of their serious drawbacks, in my view, is the fact that in many cases the course content and sequence is fixed. The teacher has no chance to include materials that are of interest and importance to the particular students in his or her class.

As an alternative to large CD ROM packages, there is an increasing number of useful sites on the World Wide Web where students can get instruction and practice in language skills such as reading, listening and writing.

Computer as a tester. The computer is very good at what is known as drill and practice; it will tirelessly present the learner with questions and announce if the answer is right or wrong. Such programs can be recommended to students who enjoy learning grammar or vocabulary in this way. They are popular probably because the student is in full control, the computer is extremely patient and gives private, unthreatening feedback. Most programs also keep the score and have cute animations and sounds, which many students like.

Computer as a tool. It is in this area that I think the computer has been an unequivocal success in language teaching. Spreadsheets, databases, presentation slide generators, concordances and web page producers all have their place in the language classroom, particularly in one where the main curricular focus is task-based or project-work. But in my opinion, by far the most important role of the computer in the language classroom is its use as a writing tool. Students with messy handwriting can now do a piece of work to be proud of, and those with poor spelling skills can, after sufficient training in using the spell check, produce a piece of writing largely free of spelling mistakes.

Computer as a data source. There is no need to say much about the Internet as a provider of information. Anyone who has done a search on the World Wide Web will know that there is already more information out there than an individual could process in hundred lifetimes, and the amount is growing by the second. This huge source of information is an indispensable resource for much project work, but there are serious negative implications. I shudder to think of how much time has been wasted and will continue to be wasted by students who aimlessly wander the Web with no particular aim in mind and with little or no guidance. I would recommend the teacher to find a few useful sites beforehand and tell the students to start there.

As an alternative to the Web, there are very many CD ROMs, e.g. encyclopedias, that present information in a more compact, reliable and easily accessible form.

Computer as communication facilitator. The Internet is the principal medium by which students can communicate with others at a distance, (e.g. by e-mail or by participating in discussion forums). In fact some teachers have set up joint projects with an educational establishment in another location and others encourage students to take part in discussion groups. There is no doubt that such activities are motivating for students and allow them to participate in many authentic language tasks. However, recent research has shown up the extremely primitive quality of much of the language used in electronic exchanges!

Teachers are getting used to electronic networks communicating. They share better ways of teaching, exchange classroom ideas and mutual encouragement.

Conclusion. Computers can aid at places where teacher time and attention are insufficient. They can facilitate the processes of generating ideas and organizing text. Unlike teachers, they can give feedback at any convenient moment. They can comment upon features of written texts. In most cases, the computer is the most suitable and, for the students, most enjoyable way to get the job done.

But the potential value of computers is far from full realization. The use of computers for teaching the English language arts is in fact growing and promises to be an increasingly important aspect of learning in the future.

ПОЗИЦИОНИРОВАНИЕ РОЛИ ПРОФОРИЕНТАЦИОННОЙ РАБОТЫ В ФОРМИРОВАНИИ ОТРАСЛЕВОГО ПОТЕНЦИАЛА АБИТУРИЕНТОВ

И. А. НИПАРКО, М. В. КЛЮЧНИКОВА

Учреждения образования

*«Белорусский государственный университет транспорта»
филиал «Брестский колледж»*

Целью исследования является рассмотрение практической возможности воспитания здорового, успешного, профориентированного школьника.

Актуальность темы исследования не вызывает сомнений. Во-первых, обеспечение выполнения контрольных цифр приёма по набору в ССУЗ является объективной закономерностью успешной и спланированной заранее профориентационной работы. Во-вторых, именно с планирования начинается процесс управления различными направлениями работы с абитуриентами. В-третьих, важнейшее значение имеет именно осознанный выбор учебного заведения школьником.

Объект исследования – ученики 6Б ГУО СШ № 18 г. Бреста.

Предмет исследования – профориентационная работа как основа привлечения внимания к железнодорожным профессиям.

Для достижения поставленной цели необходимо решить следующие задачи:

- поставить перед учениками школы задачу дополнительного изучения основ транспортных знаний;
- в рамках данного класса раскрыть сущность успешного обучения в рамках тайм-менеджмента;
- раскрыть сущность здоровьесберегающей педагогики в рамках проведения спортивных мероприятий;