

6. Ter-Minasova, S. G. Language and Intercultural Communication. SLOVO, Moscow, 2000. – 624 p. [electronic resource] URL: <http://www.ffl.msu.ru/research/publications/ter-minasova-lang-and-icc/ter-minasova-yazik-i-mkk-BOOK.pdf> (retrieved: 08.10.23).
7. Haycraft, J. An Introduction to English Language Teaching. Malaysia: Longman Group Ltd. – 1987.
8. Stretch opportunities: skills and language for your future career / V. Goncharova, E. Maslova, V. Midova, E. Minasyan. Moscow, 2023. – 100 с.

UDC 372.881.111

**EDUCATIONAL INFORMATION AND
COMMUNICATION TECHNOLOGIES FOR
TEACHING FOREIGN LANGUAGES TO STUDENTS
MAJORING IN INFORMATION TECHNOLOGIES:
OVERVIEW AND APPLICATIONS**

**ИННОВАЦИОННЫЕ ИНФОРМАЦИОННО-
КОММУНИКАЦИОННЫЕ ТЕХНОЛОГИИ В
ПРЕПОДАВАНИИ ИНОСТРАННЫХ ЯЗЫКОВ
СТУДЕНТАМ ИТ-СПЕЦИАЛЬНОСТЕЙ: ОБЗОР И
ПРАКТИКА ИСПОЛЬЗОВАНИЯ**

Palubinski P.S.

*Belarusian State University of Informatics and Radioelectronics, Belarus
e-mail: pavel.palubinski@gmail.com*

Полубинский П.С.

*Белорусский государственный университет информатики
и радиоэлектроники, Республика Беларусь*

Keywords: foreign languages teaching, educational ICT.

Ключевые слова: обучение иностранному языку, образовательные ИКТ.

Abstract. The article presents the overview of cutting-edge educational information and communication technologies used by the lecturers of the Department of Cross-Cultural Professional Communication of the Faculty of Engineering and Economics of the Belarusian State University of Informatics and Radioelectronics for teaching foreign languages to the undergraduate students of the first stage of higher education receiving a bachelor's degree in information technologies.

Аннотация. В статье представлен обзор современных образовательных информационно-коммуникационных технологий, используемых в обучении студентов ИТ-специальностей первой ступени высшего образования (бакалавриат) иностранным языкам на кафедре

межкультурной профессиональной коммуникации инженерно-экономического факультета Белорусского государственного университета информатики и радиоэлектроники.

Up-to-date methodology outlines three models of information and communication technologies (ICT) application in teaching foreign languages.

According to the first model, ICT is integrated into a foreign language lesson and applied as required. Inquiry/response systems, multimedia training courses, electronic textbooks, simulators, control and demonstration software have become an essential part of an integrated lesson [1]. All of them are used at a particular stage of a lesson to achieve specific methodological goals and objectives: demonstration of speech samples, presentation of audio/video materials and other visuals, automation of speech skills activation and development, management of students' oral or written interaction in a foreign language, organisation of control, mutual control or self-control in the classroom.

Within the second model, a lecturer combines students' independent work with ICT and their work in the classroom without the use of computers or other devices. The lecturer can offer students to find information on the topic of the lesson on their own, using information search software (online encyclopaedias, multimedia learning portals, etc.); perform language and speech relative exercises at home; complete communication tasks in a blog, chat, on a student group page in a social network or on a wiki service (based on Web 2.0 technology) [2].

Within the third model, computer programs and web-based resources are used for distance learning of foreign languages. Learning Management Systems (LMS) are constantly being improved to create and manage web-based training courses, as well as technologies that allow lecturers to develop, store and modify the content of information resources for educational purposes (Learning Content Management Systems or LCMS) [3].

Very often lecturers of foreign languages face the challenge of effective sharing course-related materials with their students. And there are several reasons why doing that via e-mail does not seem to be the best idea. Firstly, due to a huge amount of letters sent by university lecturers to various student groups, their e-mails tend to end up in students' spam folders. So, they might not even find those letters in their inbox folder. Secondly, students receive lots of e-mails from their professors of other subjects. And if there are no subject-related filters activated, it sometimes makes it truly hard to search for the required materials dedicated to the classes of a foreign language. Thirdly, an individual student may also notice a new e-mail from a lecturer, read it and leave it without making it unread to let everyone else also notice it and get acquainted with its content. As an alternative to sending materials to students via e-mail, a Telegram-based information channel may be used by the lecturers of foreign languages. This is

a much more convenient way of not only sharing the information materials but also of notifying and reminding students of updates and news at one place.

As shown in Figure 1, an interactive web-based resource slido.com may be used by lecturers of foreign languages for visualising the results of brainstorming sessions instead of using the traditional ways of presenting the results of this teamwork format with sticky notes or posters put on a board. The resource templates may be used not only for word clouds but also for live multiple choice and open text questions, for example, as a part of warm-up activities at the beginning of a class.



Figure 1 – Templates of a Web-Based Resource Slido.com

Instead of introducing active vocabulary in a box or a list of expressions, rebuses may be used by lecturers of foreign languages to make this process more creative and non-standard. Figure 2 highlights two examples of rebuses with active vocabulary related to the topic “Computer Networks: Tracking Technologies” – ‘intrusion’ and ‘illicit’ – created on a web-based resource rebus.club which does not require any prior registration. A plethora of rebuses can be created and printed in advance or sent to students as images or documents, for example, via a Telegram-based channel of a lecturer.

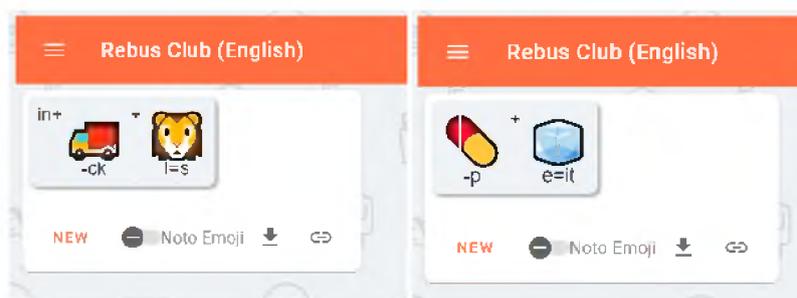
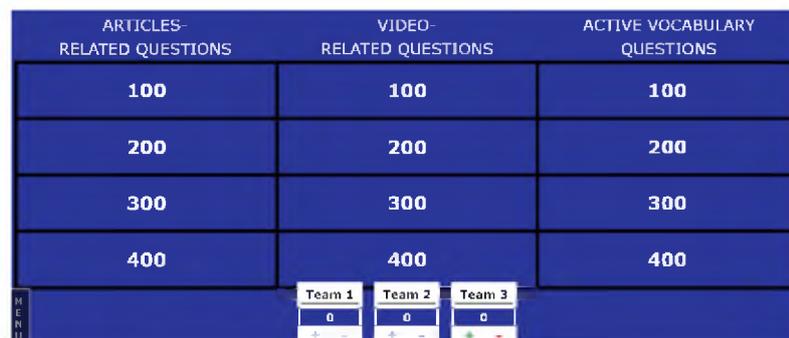


Figure 2 – Examples of Rebuses Created on a Web-Based Resource Rebus.club

A lecturer of foreign languages also faces the challenge of effective distribution of time within a lesson. As a part of the English language examinations at the Department of Cross-Cultural Professional Communication of the Faculty of Engineering and Economics of the Belarusian State University

of Informatics and Radioelectronics, students have to discuss one of the ten oral topics studied within an academic year which makes a lecturer of English assess the level of proficiency in oral examination topics and revise their content at the final classes after completing a module or section. An interactive Jeopardy game created with the help of a template based on a web-based resource jeopardylabs.com is one of the most time-effective ways to deal with this challenge.

As depicted in Figure 3, a lecturer divides students into 3 teams to play the Jeopardy game by choosing the articles-related, video-related or active vocabulary questions to answer after completing the topic “Computer Networks: Tracking Technologies”. The team that scores the most points wins.



ARTICLES-RELATED QUESTIONS	VIDEO-RELATED QUESTIONS	ACTIVE VOCABULARY QUESTIONS
100	100	100
200	200	200
300	300	300
400	400	400

Team 1	Team 2	Team 3
0	0	0

Figure 3 – Jeopardy Game Created on a Web-Based Resource Jeopardylabs.com

To create crosswords, conduct surveys, current and final lexical and grammar tests on the topics covered within the course of practical classes of a foreign language, as well as to allow students to evaluate their success in the classroom, a web-based resource onlinetestpad.com is offered to replace traditional methods of assessment of the undergraduate students of the first stage of higher education receiving a bachelor’s degree in information technologies.

The above-mentioned educational information and communication technologies actively used by the lecturers of the Department of Cross-Cultural Professional Communication of the Faculty of Engineering and Economics of the Belarusian State University of Informatics and Radioelectronics for teaching foreign languages to the undergraduate students of the first stage of higher education receiving a bachelor’s degree in information technologies can also be applied by the university lecturers teaching foreign languages to both undergraduate and graduate students majoring in information technologies and other fields of study worldwide.

References

1. Harmer, J. How to Teach English / J. Harmer. – London : Pearson Education Limited, 2007. – 288 p.
2. Mayer, R. E. Multimedia Learning / R. E. Mayer. – Cambridge : Cambridge University Press, 2009. – 320 p.

3. Motteram, G. Innovations in Learning Technologies for English Language Teaching / G. Motteram. – London : British Council, 2013. – 197 p.

UDC 81

**FILM DISCOURSE AS AN OBJECT OF
LINGUISTIC RESEARCH**
**КИНОДИСКУРС КАК ОБЪЕКТ
ЛИНГВИСТИЧЕСКОГО ИССЛЕДОВАНИЯ**

Samuilova M.E., Bogatikova V.A.

Pskov State University, Russian Federation

Самуйлова М.Е., Богатикова В.А.

Псковский государственный университет, Российская Федерация

Keywords: film discourse, film text, film, future, linguistics.

Ключевые слова: кинодискурс, кинотекст, фильм, будущее, лингвистика.

Abstract. This article deals with the actual problem of film discourse research in modern linguistics. It reviews the works of scientists in this field, as well as representatives of related scientific disciplines. The prospects for future study of film discourse are also considered.

Аннотация. Данная статья посвящена актуальной проблеме исследования кинодискурса в современной лингвистике. В ней рассматриваются работы ученых в этой области, а также представителей смежных научных дисциплин. Также рассматриваются перспективы дальнейшего изучения кинодискурса.

Film discourse is one of the topical problems in modern linguistics. It represents a comprehensive study of the linguistic features inherent in cinema and the cinematographic process. The study of film discourse includes the analysis of various aspects such as vocabulary, grammar, stylistics, rhetoric, etc., which are used in cinema to convey information and create a certain atmosphere.

In recent years, many linguists and representatives of related scientific branches have shown interest in the study of film discourse. They analyze various linguistic and stylistic techniques used in cinema and study their influence on the perception of the audience. Some researchers also draw attention to the relationship between film discourse and other cultural spheres such as literature, painting and theatre.

One of the main areas of film discourse research is the analysis of lexical and grammatical features of film language. Researchers study the specific vocabulary used in cinema, such as terms related to filming, editing and special effects. They also analyze grammatical constructions used in dialogues and