

Translations of Words and Phrases Related to the Homeland

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ABSTRACT

Homeland words and phrases to teach in English are traditionally divided into radio, television, newspaper and the Internet texts. Since media didactics is the part of general didactics, media texts can be one of the teaching aids of foreign language teaching within the courses "Integrated skills", "Listening and speaking", "Reading and writing", which aim at developing students' language, speech, sociocultural and multicultural competences of a foreign language acquisition within a specific topic.

KEYWORDS: *Concept, skills, competences, didactics, vocabulary, speech, critical understanding knowledge, information*

Introduction:

Homeland concept, namely media texts, make educational process innovative and informative and will contribute to the formation of future specialists' foreign language communicative competence and their media literacy as well. The purpose of my papers to focus on the theoretical and practical aspects of the use of media texts in the process of formation of future teachers' and translators' foreign language communicative competence. Foreign language communicative competence includes linguistic competence (competence in listening, speaking, reading and writing), language (phonetic, lexical and grammar knowledge), sociocultural competence (cross-cultural and lingua-cultural competence) and multicultural competence. Therefore, to achieve the goals of media education and teaching a foreign language media texts should be implemented into the educational process.

Paramilitary compound text is the text of any media type or genre such as printed texts in the press, photos, audiovisual productions in cinema, on TV or their scenes, messages on radio, advertisements, labels of any product, text messages (SMS), multimedia messages (MMS), web pages, blogs, virtual photo albums etc. Topics and content of modern media texts are diverse. Media texts are designed for mass audience and this is the specific feature of them. Media texts have universal features: word, sound, visualization (film shots, photos, video plots). Media texts are traditionally divided into radio, television, newspaper and the Internet texts. Since media didactics is the part of general didactics, media texts can be one of the teaching aids of foreign language teaching within the courses "Integrated skills", "Listening and speaking", "Reading and writing", which aim at developing students' language, speech, sociocultural and multicultural competences of a foreign language acquisition within a specific topic.

Result and discussion: Teaching future linguists a foreign language should ensure implementation of practical, educational, vocational, developmental objectives.

To achieve objectives of the class lecturers should realize what material according to the curriculum must be presented; what teaching aids, in particular media texts, should be used to arrange the activity in the class; what learning form is the best to achieve the objectives. It is obvious that the choice of professionally directed media texts will provide students' future professional development as well. The tasks may be of different nature according to the various topics of classes. Here are some examples of tasks on the topic "Theatre and Cinema".

Example I.

Subtopic: Invitation to the theatre

Objectives: to teach to understand and analyze the content of a billboard, to introduce new vocabulary on the subtopic, to develop dialogue speech skills

Media aid: theatrical billboards procedure:

1. Ask your students to complete the sentence Theatre is ...
2. Show a billboard you had or found in the Internet to your students and introduce new vocabulary on the subtopic (billboard, performance, to be in, to be on, to book tickets beforehand, a director, the House is sold out, to be a success). one of the main means of verbalizing cultural concepts including notional, emotive and evaluative components; a fragment of the conceptual world picture expressing certain knowledge structures; a cultural model manifesting elements of universal and national culture.
3. Ask your students questions to check if they remember the expressions.
What performance is on?
When is it on?
When does the performance start?
Who is in?
Who is the director of the performance?
Do you need to book tickets beforehand? Why will you book tickets beforehand?
4. Pair the students and ask them to discuss the same questions to practice the vocabulary.
5. Ask the students to look at another billboard and analyze its content to identify the key information and predict the plot of the play using the new vocabulary.
6. Encourage students to ask you questions on the content of the billboard to get the information about the venue for the performance, the date the play is on, the time the

performance starts, the actors' names who are in, the director's name of the play etc.

7. Pair students and ask them to discuss the above information to make up a dialogue in which they invite their friend to the theatre and provide him / her with necessary information about the play.
8. Change the students' working pairs and supply them with one more billboard with the aim of practicing the vocabulary and dialogue speech. Give them the task to search for details about the performance, interest the friend in the show and suggest him / her going to attend it.
9. Get feedback from the students.
10. For the home assignment ask the students to find a billboard of the play in the Internet according to their interests and prepare a piece of information about the performance using the content of the billboard, be ready to get the information

about the plays their friends want to see. It has become obvious that the use of media texts as a teaching aid of formation of students foreign language communicative competence in the foreign language classes is not only the requirement of the contemporary time, but also the effective component of educational process.

In conclusion it should be stressed that a literary text is the main source of cultural knowledge and information; it is imbued with multiple cultural codes of a certain nation, its mentality, lifestyle, traditions, etc.; and it is one of the most essential means of studying culture. Systematic work with media texts contributes to the development of professional and media competent specialists. Media aims at developing both critical understanding and active participation. It enables young people to interpret and make informed judgments as consumers of media; but it also enables them to become producers of media, and thereby to become more powerful participants in society.

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