даний. Нет необходимости противостоять этому процессу, если тестирование предполагает вычисления по формулам, а исходные данные – переменные. Тогда для обучения и самоконтроля все задания могут быть выложены в сети Интернет или опубликованы на твердом носителе с предварительным обсуждением специалистами и рецензированием.

В базовых курсах естественно-научных дисциплин – общей физике, высшей математике, электротехнике и т. д. – постоянно возникает проблема непрерывного обновления банка данных числовых и вычислительных тестов. Такие тесты предполагают решение задач с применением формул, в которые при каждом тестировании подставляются случайные числовые значения из заданных диапазонов. Ответ является числом и может допускать погрешность. Каждый раз задания вводятся в случайном порядке со случайной последовательностью ответов. Возможность генерировать большое количество задач по заданному шаблону является преимуществом таких тестов, поэтому такой программный продукт пользуется спросом у преподавателей.

В заключение хотелось бы отметить, что интернет-тестирование предназначено прежде всего для поддержки студента, активации его потенциальных возможностей, и только потом – для оценки знаний студента и эффективности работы преподавателя. Оценивать результаты тестирования могут только преподаватели-предметники с учетом количества отведенных на тему часов, последовательности подачи материала и уровня сложности, предусмотренных рабочей программой специальности.

Современный студент укомплектован ноутбуком, планшетом. Если создать банк тестовых заданий по всем разделам курса вне сети Интернет либо решить проблему обеспечения интернет-связью любую учебную аудиторию вуза, снимутся проблемы с составлением расписания работы групп в компьютер-

ных классах, и короткие тесты (6-12 заданий) станут обязательными в завершение каждой темы курса.

Специалисты факультета повышения квалификации преподавателей по курсу «Электронные технологии в работе преподавателя» [7, 8] могут оказать методическую помощь в разработке модуля «Тест» и его размещении в виртуальной учебной оболочке. Вместе с тем создание банка данных, его наполнение текстом в соответствии с инновационными запросами времени всегда будет оставаться компетенцией профессорско-преподавательского состава вуза и требовать постоянного обновления в динамической среде образовательного стандарта специальностей.

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EMPLOYING SELECTED SCIENTIFIC VIDEOS FOR DELIVERING PROFESSIONAL ENGLISH LECTURES

Using films in the classroom productively brings some life and energy into the classroom, however feeling guilty about it with impunity is not justified. The rapid growth and spreading of the Internet offered English teachers an unprecedented access to large amount of alternate resources, such as authentic videos, in order to make their classes lively and interesting. Videos are called authentic primarily because their production was never aimed at teaching in classrooms.

The materials for classroom use are always adapted to suit the level of the learners. However, the texts that we come across in real life generally do not undergo such adaptation. As a result, they are considered to be "real" or "authentic".

English-Language Learner (ELL) students like the use of videos, as it lets them move, talk, write and speak, although it makes them think too much. Research and experience show that it can be a very effective learning

tool, but it has to be used as an active one. The strategies for using videos with ELLs should reflect effectiveness and avoid the danger of just sitting back and watching the screen. The activities should connect to multiple Federal State Standards (FSS) and should integrate and evaluate information presented in diverse media and formats, including visual, quantitative, and oral ones. Knowledge of language is applied to understand how language functions in different contexts, make effective choices for meaning or style, and more fully comprehend when reading or listening.

When speaking about English for Science and Technology (EST) we have to choose related subject, practical ones, which would arise the interest of the students and meet their needs, and avoid using long, dull, and highly specialized texts.

There are many ways to exploit videos in order to create motivating, memorable and inclusive learning experiences. However, watching a video can also be a passive experience, so the used teaching methods must instead turn it into a springboard for student action and interaction [1]. Before deciding to use video for teaching purposes, it is vital to watch all the material to be shown to students beforehand, just in case there is any unnecessary or unsuitable content. It may also be helpful to look through lesson plans from other institutions for ideas on how video has been used effectively to illustrate specific topics. If a video has been chosen to demonstrate a specific topic, it should do so briefly and effectively.

Benefits

When authentic videos are used for teaching English, several useful points are gained that correspond to:

Motivation. The course books often can be dull for the students. However, the announcement to watch a video can bring in some life and most of the learners would respond positively to the visuals. Furthermore, the learners would be interested to know how the video would progress especially if they haven't watched it before. Success story videos can also be used for developing professional motivation [2].

Inspiration. The video can be exploited in various forms in order to facilitate learners' taste and interest and also the learning objectives. Often the textbooks do not contain enough pictures the thing that can dampen the spirit of the learners [3]. However, when authentic videos are used, the visuals there can reinvigorate the classroom and spark conversation – a major end in the language classrooms, and inspires creativity.

Context. The language that we often encounter in the course books might not be always the real language that learners hear around them. Authentic video, in a way, presents meaningful, real language in context thereby bridging the gap between the real world and the classroom. Because of the visual cues learners would find the language easy to follow and the contexts easy to identify.

Comprehension. The language input in the video, has a context as well as visual aid which would facilitate learners' comprehension. Moreover, through subtitles teachers can help the weaker students. This would reinforce the language heard. The principle here is the language comprehended leads to language acquisition.

Reality. The reality presented in the course book need not be always the immediate reality of the students. This sometimes can lead the students to feel alienated from the course books. However, the variety in the authentic videos available online can plug in this to an extent, especially when teachers handpick videos that suit the learners' environment, and this brings the real world into the classroom [4].

Methods

When using authentic videos different methods for teaching English can be used:

Critical Pedagogy. A teaching approach which instead of depositing information into students, teachers try to help students learn through questioning and looking at real-world problems that they, their families, and their communities faced. Through this kind of dialogue, both students and the teacher could learn together. The class could start off by watching a video then, the teacher could lead students through a process of thinking, sharing in small groups and with the class, and writing and drawing using questioning sequence, asking the students to describe what they see, what each person in the video is doing, and how he looks like, the objects they see. Also ask them to summarize what each person is saying, and figure out the problem in the video, and if they, their families, or friends have ever experienced such problem, describe what happened, the causes of the problem according to their point of view, and its solutions. What solutions could people do together, which one is better than the other, and why. Students could create simple posters and make presentations (including role-plays) illustrating the problem, sharing their personal connection to it, listing potential solutions, and choose the one they think is the best and then to explain why. When students become more advanced, they could even develop this outline into a problem and solution essay.

Back to the Screen. The teacher picks a short engaging clip from a movie and divides students into pairs, with one group facing the screen and the other with their back to it. After turning off the sound, the teacher begins playing the movie. The person who can see the screen tells the other person what is happening. Then students switch places. Afterwards, the pairs write a chronological sequence of what happened, which is shared with another group and discussed together. Finally, they all watch the clip with sound.

Language Experience Approach. The entire class watches a short video, discusses it, and writes about it. Immediately following the activity, students are given a short time to write down notes about what they did. Then, the teacher calls on students to share what the class did usually, though not always in chronological order. The teacher then writes down what is said on an overhead projector. It's sometimes debated if the teacher should write down exactly what a student says if there are grammar or word errors, or if the teacher should say it back to the student and write it correctly without saying the student was wrong. Second strategy and as long as students are not being corrected explicitly, it's better to model accurate grammar and word usage. Students

can then copy down the class-developed description. Since the text comes out of their own experience, it is much more accessible because they already know its meaning. The text can subsequently be used for different follow-up activities including: a cloze (removing certain words and leaving a blank which students have to complete), a sentence scramble (taking individual sentences and mixing-up the words for learners to sequence correctly), or mixing-up all the sentences in the text and having students put them back in order [5].

Dubbing. Showing videos without the sound and having students develop an imagined dialogue can be a great language lesson, and a lot of fun. Even students can be asked to act out the scenes, too.

Novelty. Our brains are wired to respond to something new, a survival legacy of our ancestors who had to be acutely aware of any change in their environment. It is more likely to grab students' attention by introducing information, a topic, or a lesson in a different way and a video clip can be suitable, e.g., begin with a unit on Robotic systems by showing a report about a certain Robot manufactured by the German company Festo.

Video Clips and Questions. To generate student thinking after watching a short video clip and then writing questions about the clip. Students divide into pairs, exchange their papers, and answer their partner's questions. Students then exchange papers again and "grade" their partner's answers. The fact that students are writing questions for their classmates tends to lead to better questions. Students may also take more time answering the questions because they know a classmate will be grading them [6]. This activity can be used when teaching students about different levels of thinking such as the difference between literal and interpretive questions. Students may use a worksheet and generate some interesting predictions and questions.

Video and Reading Strategies. Focuses on helping the students to develop and use various reading strategies such as predicting, summarizing, visualizing, questioning, connecting, evaluating, and paraphrasing. Teachers can use video to give students further opportunities to practice these strategies in an engaging way. For example, students could practice predicting what will happen next and then summarize what actually happened in the video.

Inductive Learning. It is a powerful way for students to build higher-order thinking skills; using it builds on the brain's natural desire to make connections and to seek patterns. Text data sets are a key strategy where students employ this thinking to seek patterns and use them to identify their broader meanings and significance. Text data sets can be composed of short examples of text, which can be organized into categories. Each example may be a sentence or a paragraph in length, and the level of text can be adjusted depending upon the proficiency level of the students. Students use their reading strategies to decode and comprehend the text first and then employ a higher level of thinking to recognize patterns in the text [7]. They organize the examples into categories either given to them by the teacher or generated by the students themselves.

Implementation

Implementation is achieved by employing a plan based video and lesson structuring.

A lesson plan that involves video material might be thought of in terms of three distinct phases:

Pre-viewing. Before viewing, it is important to prepare students for what they are about to see and to introduce the broad topic. Any parts of the video believed to challenge students can be outlined at the time of pre-viewing. Pre-viewing exercises such as brainstorms may help to focus attention.

Viewing. Continuous interruptions during viewing risk breaking concentration and should be avoided. However, students can be given simple tasks to carry out while watching a video which will help them to engage with the video's content. A balance has to be found which doesn't ask too much of students, but does help to keep them active. Predefined pause points may also act to engage students by eliciting opinions during the viewing process.

Post-viewing. Many different types of activity might follow on from watching a video. Content might be used to begin a discussion, individual reports might be written from different perspectives or students could role-play further scenarios.

When searching for video clips, online TV broadcast resources, such as the BBC and ITN, or websites such as YouTube, TED, EDEX, and Teacher-Tube can be very useful, but after checking for potential rights issues, and if it is legally posted on the web. It is also important to check for host institution policies for using video, and age restrictions if intending to show films to younger students. Academic libraries in UK often hold an ERA license, which allows recorded off-air materials to be used for teaching purposes [8].

Creating own video content is also a rewarding experience, which can be carried out simply and with inexpensive equipment. Via role-play, students or groups of students can be engaged with extremely difficult topics. Simple editing can illustrate how information can be shaped to deliver a message. Students can be given the opportunity to produce assessed audiovisual materials or video essays. Web sites such as Flickr now host video clips and offer a powerful broadcasting platform for student output [9]. Creating simple video recordings of lectures allows information to be presented at the student's own pace with instant playback, rewind and pause. This may be particularly useful for students who are less suited to the familiar lesson scenario.

Videos starting from the year 2013 were used in Kalashnikov Izhevsk State Technical University ISTU to teach technical English for Ph. D. students and master degree students in the following specialties: Management and Marketing, Computer Science and Engineering (Computer Networks and Telecommunications, Information Measuring Systems, Information and Control Systems, Computer Graphics and Web Design), Information Systems and Technology, Software Engineering (Development of Software and Information Systems, Multimedia Systems and Computer Graphics), Design and Technology of Electronic Means (Information Technology of

Electronic Means). Taking into consideration the importance of enabling students to write scientific papers and make presentations in English.

Applying videos in the science communication classes in ISTU raised the students' level and improved their skills in a way which was clear and reflected on their performance and satisfaction.

A poll of opinion among students showed that they were satisfied from the knowledge and skills they obtained, which led to a 10 % increase in the number of students enrolled in the 2014 postgraduate program in comparison with the previous year; their performance in 2013 after finishing the course also improved to about 20 % than the beginning of the year, and the results proved good mastery of English in comparison with other participants from other countries as they got the first three places in the evaluation of the scientific papers and presentations presented in the Young Researchers Forum held in the frame of ISTU EQ2014 conference in April 2014.

When the students were asked about their opinion, the majority stated that they felt that English classes were like attending an English club more than attending an English lesson where they were able to exchange ideas, points of view in a social community atmosphere, were able to practice English, and acquire new scientific knowledge in the field of their specialty.

An English course was developed based on a number of selected videos to be used in English teaching classes; this course consists of a number of lessons which cover two semesters, including different activities which accompany each lesson to enable students to master listening, speaking, reading, and writing skills.

Conclusion

Audiovisual material provides a rich medium for teaching and learning. Video can effectively communicate complex information to a student and, if used creatively, can become a powerful expressive tool. This approach showed increased attendance, participation, and interest of master and Ph.D. students in technical English and enabled them to excel in scientific conferences among many researchers from different countries.

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ГЕНДЕРНЫЕ РАЗЛИЧИЯ В ОБРАЗЕ ИДЕАЛЬНОГО БРАЧНОГО ПАРТНЕРА У СОВРЕМЕННОЙ СТУДЕНЧЕСКОЙ МОЛОДЕЖИ

Актуальность и теоретическая значимость рассмотрения данной проблемы обусловлена тем, что выбор брачного партнера – важный шаг, во многом определяющий качество отношений, перспективы в создании семьи и устойчивости семьи [1]. Умение распознавать влияние идеального образа на отношения с реальным партнером – значимый навык, позволяющий избегать разногласий из-за несоответствия идеального и реального образов партнера. В идеальном образе воплощаются наиболее ценные и привлекательные человеческие черты [2]. Поэтому идеал, предвосхищая воплощение конечной цели, приобретает для человека личностный смысл. Структура идеала включает эталонный знак (предмет), признанный совершенством, схему взаимодействия с эталоном и область экстраполяции знания об эталоне. Существует ряд моделей, описывающих последовательность выбора брачного партнера. В данном исследовании была использована теория «стимул – ценность – роль» (автор Б. Мурштейн), в соответствии с которой выбор партнера проходит три уровня фильтров: фильтр привлека-