

Visually-Informative Methods of Teaching Students to English Articles With Specific Verbal Expression

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Summary: *The thesis deals with visually informative methods of teaching students to English articles with specific verbal expression.*

Key words: *method, situation, verbal expression, article, object.*

Various verbal expression situations expressed by well-reasoned characteristics for each of the types determine the functions of the articles in verbal expression and in themselves are the main approach of their learning at different stages of the training session.

The definitions of the concept "situation" are numerous and diverse and multifaceted. Each author emphasizes some one side of what the situation is.

Here are the opinions of the Methodists:

- a) the situation is a complex of circumstances;
- b) the situation is a complex of actions;
- c) the situation is the totality of events;
- d) the situation is the aggregate of relations;

When differentiating the conditions of different types of situations, as well as for the correct use of the article in a speech, two sides must be taken into account:

- logical methods of internal argumentation, allowing to determine the nature of the correlation of the nouns used in speech with the named objects;
- externally situational, including the real situation of speech, the context, the structure of the proposal, and other factors that can be used as indicative signs that characterize one or another type of situation.

Methods for creating learning and speech situations in the semantization of grammatical phenomena are diverse. They can be reduced to several main areas:

- the use of real objects and physical actions to reveal the essence of the phenomenon;
- Involvement of imaginary actions (gestures, pantomime) to convey the meaning of a phenomenon;
- the use of various means of visual presentation (pictures, series of pictures, cards, photographs, postcards, slides, plans, schemes) of real objects and physical actions for revealing the essence of the phenomenon;
- use of educational films (video films, filmstrips, movie endings, film fragments, computer programs) to visualize and situate the features of the use of a particular phenomenon;
- creation of a foreign context by reference to real events, relationships, facts, realities (even from the life of the trainees). Such situations are created by verbal means, based on internal visibility;
- use of translated linguistic means of semantization of grammatical structures in the form of translation of interpretation, comparison, in the native language or with the native language;
- the use of various types (staging, transformation, gaming, visual-situational, test exercises for determining the type of situations) exercises. Exercises should provide multiple multiple repetition of the studied form in variative situational conditions.

If this material serves as a repetition of an indefinite article, several different exercises are performed

to recognize the type of situations. Drawing on a table illustrating typical situations requiring the use with countable nouns of an indefinite article, the teacher formulates a rule and explains these situations. Then, the students read to themselves, the next sentence in the exercise, and determine which typical situation defines the use of an indefinite article in it, and either call this situation in their native language, or all show the number of this situation. These exercises activate and correct the use by students of speech of an indefinite article in situations.

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