

speech of a native speaker (in turn, this is audio, video recordings, or, directly, the native speaker himself).

At the fourth stage, it is advised to pronounce the phrase with acceleration, bringing it to the state of patter. Do not hesitate to help yourself with gestures.

The last fifth stage is a return to the usual pace of pronouncing. After the “tongue twister”, we will immediately notice the difference between the beginning of the consolidation and the current pronunciation of our new phrase. So, by using these simple steps according to the Khalipov method, we can easily master new words, expressions, sentences, texts, and in the future, new foreign languages.

We will not tire of reminding you of the limitless list of tips for learning English. Going through the tips, you can not ignore the creative exercises for the effective study of new words for us.

a) Try to make a story out of the words/idioms/phrases you have learned. For example, today you have learned new words on the topic of “Traveling”, such as boarding-boarding, boarding card-boarding pass, passport control-passport control, to check in-check in, hand luggage-hand luggage and similar words on this topic. After reviewing the words on this topic, it is self-evident to make a mini-text using these words.

b) Make cards with the most difficult-to-remember words. This is done as follows: take two yellow square stickers, which we glue together, the result is a dense square sheet. On one side, write down the word, and draw a schematic association with this word. On the other side, we write the translation. Why is it recommended to use the yellow color? Because it is on the yellow color that our brain remembers better.

c) Make a semantic accent or intonation accent. The semantic, in this case, is the Tatar word “divana”, which is translated “fool”, therefore, we can use with a semantic accent, making up such an expression as “the fool fell off the sofa” – such a phrase in translation will help us put the new word “sofa” in the cortex of our brain. With an intonational accent, everything is much easier: while memorizing a new word, we select already known, suitable words for the meaning and pronounce the resulting sentences aloud, focusing on the word we are studying.

d) Its own story with an illustration. We select two consonant words and put them in a certain "own " story, we do it in writing (in this case, we highlight the new words in italics or various highlighters), while for greater efficiency it is also advised to visually depict the story or at least schematically, a certain picture that is associated with the new word).

Why should i do this on a letter? Because according to numerous studies of scientists, it has been revealed that most people are visual artists. There are many methods, methods, and strategies that, like all people, are individual. The main thing today is to have a desire, the main thing is to want!

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Today, nobody disputes the role of video in teaching a foreign language. Recently, not only educational, popular science and documentary films, but also video clips from Youtube and Myspace have been actively used. By themselves, feature films (without abbreviation and adaptation) are not a very good means of mastering a foreign language, because, firstly, they are relatively long and the student runs the risk of forgetting the storyline in between lessons, and, secondly, the specific vocabulary used characters vary from film to film and can be difficult, which undoubtedly leads to a loss of interest in both the film and the foreign language.

One type of film that students might be interested in is sitcoms. *Situational comedy*, or *sitcom* originally appearing on radio in the United States in the 1920s, by the 1970s, sitcom had evolved almost exclusively into the genre of television comedy and became widespread in television series. According to the twelfth edition of the Merriam-Webster Collegiate Dictionary, the term “sitcom” appeared in 1951 when watching the comedy “I Love Lucy”.

The finding of the studies conducted by Lin (2008), Du (2009) and Ni (2012) proposed that instructors ought to utilize an assortment of classroom apparatuses past the reading material such as tv, media and visual instruments to be able to engage in the learners effectively and increment their inspiration. Furthermore, the instructors ought to distinguish their students’ inspiration for dialect learning and direct them to set a changeless objective so that they can interface themselves with the target language and its culture.

These series are characterized by several features. First, the multi-series. Secondly, the common main characters for all series. Third, the unchanging place of action. And, finally, fourth, each series is a complete story from the life of the main characters and usually has no connections with other series.

Each episode is usually 30 minutes long, so there is no need to worry about students getting tired or stopping following the plot, as sometimes happens when watching a full-length film. In addition, comedy shows have a fair share of repetition. After watching more than two episodes, the characters of the series become familiar, students begin to predict the behavior of the characters in a given situation, their motivation grows, and a feeling of satisfaction from what has been achieved appears.

However, the benefit of the sitcom as a means of teaching a foreign language lies in the fact that the characters use a real modern language, periodically repeat their crown phrases, which, as a result of repeated reproduction, unobtrusively form the passive vocabulary of students. With appropriate practice in language, conditional speech and speech exercises, spoken words and phrases can become part of the active vocabulary.

Hobbs published an article with regard to integrating media literacy concepts into management pedagogy. The study examined video-based education’s feature characteristics and what the challenges and opportunities are that authority educators face-off when they apply it to their job background and higher training. The study showed that representations movie and television accomplish symbolical codes that interpret varying codes that can help students interpret their significance in order to develop their cognitive and intellectual talents. Moreover, Espinar and Rodriguez contend, “*TV shows and sitcoms are a window to cultural information and offer a natural context so that students are exposed to various cultures with the instructor’s guidance*”.

Also, do not underestimate the visual component video. The ability to see gestures and facial expressions helps students grasp the meaning of spoken words and hidden implications. Comedy shows are full of non-verbal cues.

Practice shows that sitcom is thus an excellent educational resource. As one of the most successful sitcoms for teaching American English and American culture, the popular American TV series Friends can be recommended for use in classes with students of both linguistic and non-linguistic faculties. Friends is a comedy series that has won a huge number of awards (Emmy and Golden Globe) during its short history on television and won millions of viewers' hearts all over the world. The popular sitcom, created by David Crane and Martha Koffman, has several seasons of episodes filmed between 1994 and 2004. Six heroes – three charming girls, and three handsome guys – bosom friends who rent a cozy apartment in the most cheerful bohemian district of New York – West Village. It is around this strong company that an endless number of different stories are built: friends have romances, they quarrel and reconcile, they do not have enough money, they are looking for their place in life. Young people cannot be completely serious, so their friends never miss a chance to joke, and their sense of humor is excellent.

The undoubted advantage of the series as a teaching tool are the following factors:

1. *Authentic modern language in all its glory*
2. *Universal communication situations, giving students a sense of awareness of the problems faced by young people in another country*
3. *A clear illustration of the fact that the language that students learn as a foreign language is actually used by their peers to solve such problems*
4. *Simple, typical, attractive to young people, heroes*
5. *Comical situations that allow you to create a positive atmosphere in the lesson, which, in turn, has a positive effect on the entire learning process*
6. *Presentation of American values and traditions.*

This series can be a great tool for teaching linguistic and regional studies of America, as it is full of socio-cultural elements. Depending on the situation, they can reflect regional differences in America, characteristics of religious and racial problems, family values and problems, gender characteristics, social issues, politics and much more. Students like to see how Americans live, what they eat, how they spend their free time, like to see typical houses and institutions. As they learn more about the culture of a country, they no longer view English as a language in isolation, but begin to understand more broadly the connection between the language and culture or cultures.

The language itself is an important indicator of culture. The stronger the difference between languages and cultures, the more difficult it is to study a foreign language as a means of communication. It should be remembered that interethnic communication is realized in the interconnected system of human – language – culture and is of a complex nature. Accordingly, the speaker of two languages and cultures is the central figure of interethnic communication. Thus, the language reflects all the features of the culture of a particular ethnic group and is an integral part of it.

When working on speaking practice, teachers often underestimate the ability of students to perceive authentic speech and abandon real-life material in favor of recordings made for educational purposes. However, traditional videos, specially designed for teaching, lack an important element that is only found in authentic materials. Speech in them is often deliberately slowed down and unnatural; the situations played out are implausible at best, banal at worst. Thus, students are deprived of the opportunity to get used to real English performed by different native speakers in different situations. They are not given the chance to realize that there is a wide variety of variants beyond the standardized language. It often happens that the only option for spoken English is the teacher's speech. As a result, one often hears the phrase "I understood everything in class, but in the summer I went to America and did not understand a word!".

Nevertheless, this sitcom, as an educational resource, is not devoid of certain drawbacks. Among others, the following can be noted:

1. *The language used by the characters is too idiomatic, which creates certain difficulties both in its perception and in subsequent reproduction,*
2. *A number of situations in which the heroes find themselves are atypical for Russian culture and Russian mentality, which can cause problems in the correct decoding of the message,*
3. *Copyrights impose restrictions on the reproduction and use of the series as a learning tool.*

Separately, it should be noted that since the sitcom in its original version is not a teaching aid, its involvement in the educational process requires a lot of preparation on the part of the teacher. The effectiveness of using a sitcom depends not only on the exact definition of its place in the training system, but also on how rationally the structure of the video lesson is organized. A simple exchange of views about what he saw is not methodologically justified, since a significant part of the linguistic and cultural information potentially contained in the sitcom is lost.

On the material of the sitcom, students can be taught to analyze and summarize the information received, imitate authentic samples of oral and speech utterances, develop such cognitive skills as observation, choice, hypothesis, teach students to correctly state in the target language the ideas contained in the authentic material, taking into account the socio-cultural norms of the studied language.

The key factor in learning a foreign language is the motivation required to achieve communicative competence. According to Brown (2007), culture is a “glue” that holds people together and shapes people’s existence, thought and feeling. Language helps people to communicate and transfer the culture to one another, which makes an inseparable connection to each other. Sitcoms provide actualization of both linguo-cognitive, regional geography, and communicative motivation.

Summing up the above and based on personal work experience, we can state that the sitcom is increasingly becoming a necessary element of a foreign language lesson, reflecting the availability, clarity, functionality of a foreign language and ensuring effective intercultural communication.

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THE MAIN PECULIARITIES OF ONLINE ENGLISH TEACHING BY MEANS OF “TALKING BOOKS” METHOD

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