- To popularize the received information among the students of our gymnasium at the scientific conferences or during the subject week.

To implement our tasks we have used the following methods:

- Collecting and analyzing the theoretical material;
- Conducting the questionnaires;
- Making the comparative analysis of the results;
- Processing the collected data.

The aims and the tasks define the structure of the work. It consists of the introduction, four chapters, the conclusion, the bibliography and the attachments.

In the introduction, we have explained the relevance of the research, set the goals and tasks.

The first chapter is devoted to the study of phraseology and an idiom.

The second chapter is devoted to the classifications of idioms done by outstanding Academicians.

In the third chapter we got acquainted with the symbolic meaning of colour for the English. We have taken 6 colours: red, white, black, green, blue and purple.

In the fourth chapter, we shared the results of the research done by the students. About 89% of students know the translation of the words in the idioms. Only 32% of students know their meaning.

We have found out that it`s not easy to translate idioms and define their meaning. The prepared dictionary of colour idioms will motivate the students to learn them. Learners of English should learn history and culture to understand them. Students can`t do without idioms.

Using English idioms in informal communication makes you sound like a native speaker and makes your speech bright, rich and emotional.

УДК 811.111:004.932.7

Учащ. Д. А. Коняхина
Науч. рук. И. В. Лопуть, учитель английского языка;
Е. Е. Жигалко, учитель английского языка
(ГУО «Гимназия № 5 г. Барановичи»)

VISUALIZATION AS A NARRATIVE COMPONENT OF ENGLISH COURSEBOOKS IN MODERN BELARUSIAN SCHOOL

The theme of our research is "Visualization as a narrative component of English coursebooks in modern Belarusian school". The scientific novelty of the results obtained during the research is defined due to the fact that the given research is the first to analyze the effectiveness of a tailor-

made visualized narrative as a part of EFL-lesson plans for modern Belarusian school.

The aim of the research is to investigate the ways in which visualized character images as a narrative component can be properly selected and incorporated into an EFL-lesson plan and the positive effects they have on the individual learners and the classroom community.

The aim predetermines the following minor objectives:

1) to give a brief overview of the previous studies on narratives in general and on using story-telling in the EFL context;

2) to study a selection of English coursebooks used in modern Belarusian school (printed in Belarus and abroad) so as to define the frequency of using images of characters as a narrative component of the EFL-lesson, to classify the images used for teaching purposes according to their narratological types and particular didactic functions;

3) to arrange a target audience questionnaire among young Belarusian learners of English so as to establish the type of character they would like to interact with at the lesson and the aspect of a foreign language they would prefer to be taught by means of using visualized character images as a narrative component of the lesson;

4) to produce a series of comics and short films with the chosen character to be used as a part of EFL lesson plans designed specifically for teaching the necessary aspect of the English language to the 6th formers.

5) to conduct a pedagogical experiment to find out the effectiveness of using visualized imagery as a means of teaching English grammar to Belarusian schoolchildren of the 6th form , taking into consideration individuals as well as classroom community in general.

Story-telling is one of the oldest of all art forms dating back to prehistoric times. It is no surprise that narratives are still very much alive today as part of our everyday lives and popular with people of all ages. The 80s of the XX century marked the beginning of the so-called "narrative turn" in social sciences, which is based on the assertion that "the functions of various forms of knowledge can be understood only by means of studying their narrative nature" [1]. Since then various aspects of narrative have been studied not only by narratology (the theory of narrative) and linguistics, but also by such branches of knowledge as medical science, law, history, philosophy, anthropology, culture studies, theology, sociology and teaching methodology.

Our research was dedicated to the analysis of visualization as a narrative component of English coursebooks in modern Belarusian school. [2], [3], [4], [5].

On the first stage of our research we analyzed and gave a brief overview of the previous studies on narratives in general and on using story-telling in the EFL context. Having analyzed the works of leading narratologists such as I. V. Trotsuk, Percy Lubbock, Gordon Pradl, Roman Jakobson, Vladimir Propp, Arthura Danto, R. Schank , Félix Lambert, E. Segel and J. Heer, we developed our own typology of narrative instructions applicable to the analysis of coursebooks. It includes the following key points:

1. Narrative about personal experience
2. Narrative of other people
3. Picture stories
4. Fun time

On the second stage, after analyzing British and Belarusian coursebooks, we came to the conclusion that the narrative component is used in all types of speech activity and aspects of the language. After interviewing students, we have found out that grammar is the most complicated aspect of language for them and come to the conclusion that we should create a visualized product that will help students increase their motivation to learn grammar and allow them to improve their understanding of the grammatical material.

Based on this, students were invited to participate in a drawing contest for the best character to use in their English coursebooks. An on-line voting was conducted and as a result 58.5 % of 6-formers chose Axel.

Next, we developed scenarios and filmed videos, developed a series of comics for the subsequent pedagogical experiment. The experiment embraced six-grade students.

During the experiment, 3 different groups of students were presented the same grammatical material in different ways: through videos, through comics and through the explanation of grammar by a teacher. We have chosen such grammar material as:

1. Differences in use of structure to be going to and Future Simple;
2. Use of the Gerund after the verbs like, love, dislike, hate;
3. Formation and use of Past Continuous.

This grammar material was chosen because it is studied in the 1st term of the 6th form and "Differences between to be going to and Future Simple" was recommended to revise as the material that was independently studied by students themselves in the times of coronavirus quarantine lockdown.

After all the groups of students have done the same generalized achievement test, on the third, final, stage of our research, we analyzed the effectiveness of using visualized imagery as a means of teaching English

grammar to Belarusian schoolchildren of the 6th form and came to the following conclusion. Higher results were shown by the groups in which the suggested comics and videos had been used to explain the grammatical material. The average score in these groups rose by 0,5 – 1 points. While the average score in the control group rose only by 0,2 points.

In our opinion it can be explained by the fact that modern children have more developed visual memory rather than other types of memory. In a personal conversation the students said that when they took the test, they recollected the pictures from the comics and the fragments from the videos, which helped them navigate a certain rule.

So, taking into consideration everything foregone, we can conclude that visualization contributes to better comprehension of a grammatical material. And we hope that the results of our research will be taken into account when adjusting the textbook for six-graders, and the comic hero we have created will be used as one of the tools to visualize a grammatical material.

REFERENCES

1. Isbell, Rebecca T. Telling and Retelling Stories: Learning Language and Literacy [Electronic resource] / Rebecca T. Isbell. – National Association for the Education of Young Children (NAEYC), 2002. – P. 6 – 30. – Mode of access: http://www.sciencedirect.html. – Date of access: 25.09.2020.

2. Evans, V. Spark 1 [Electronic resource] / [Electronic resource] / V. Evans, J. Dooley // Presentation Skills Paperback. – Express Publishing, 2015. – Mode of access: http://www.storage1.expresspublishingapps.co.uk.html. – Date of access: 05.10.2020.

3. Evans, V. Spark 2 [Electronic resource] / V. Evans, J. Dooley // Presentation Skills Paperback. – Express Publishing, 2015. – Mode of access: http://www.storage1.expresspublishingapps.co.uk.html. – Date of access: 05.10.2020.

4. Демченко, Н. В. Английский язык / Англійская мова: учеб. пособие для 5-го класса гимназий с белорусским и русским языками обучения: (с электронным приложением) / Н. В. Демченко, Т. Ю. Севрюкова. – Минск: Вышэйшая школа, 2018. – Ч. 2. – 167 с.

5. Демченко, Н. В. Английский язык / Англійская мова: учеб. пособие для 6-го класса гимназий с белорусским и русским языками обучения: (с электронным приложением) / Н. В. Демченко, Т. Ю. Севрюкова. – Минск: Вышэйшая школа, 2018. – Ч. 2. – 167 с.