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USING PICTURES AS SPEAKING ACTIVITIES FOR FUTURE POLICEMEN

The impact of new technologies in educational contexts has been mostly positive as new technologies have given educators the opportunity to enhance their knowledge, skills, and therefore enhance the standard of education. However, education systems still face many challenges: one of these challenges is how to enhance student engagement to provide better educational outcomes. It has become increasingly important to use innovative pedagogical models to engage learners [1].

Speaking is an important skill in language learning, but is not an easy skill to learn or teach. One of the most effective ways to communicate between people is speaking spontaneously, so these activities don`t incorporate 'thinking time' during which learners can prepare for speaking by planning what they are going to say, and asking the teacher or using a dictionary to look up missing vocabulary.

Speaking is the skill where activating the individual learner's prior knowledge of the information being learned may be a little difficult for certain aspects. Grammar classes may be difficult to

activate the educator who can create activities to test the students understanding of the grammar concept which may be related back to personal experience. It can be tricky depending on the complexity of grammar. The past tense may be easy, but modals might be a little more difficult.

Look at the examples of speaking activities: bring in a picture of yourself as a young child and describe the picture to the class.

Now, tell the students about this time in your life starting with i.e, I remember when I was four years old…' This is a great task to practise structures such as 'I would…' and 'used to' to talk about past habits. [2]

Many learners think that learning a language is hard or boring. Bringing pictures into the classroom somehow changes everything.

So, do the next task for groups of three students: take a picture that has enough detail for students to describe, draw and write about. Assign your strongest student in each group the role of 'Describer' – This student is the only one who will see the picture; the other students, the 'Artist' will draw what student A describes and the 'Scribe' will write the description. When finished, the three students compare their picture, drawing and written description and together discuss the similarities and differences. Drawings and pictures could be posted on the classroom walls afterwards for other groups to decide which representation is the best and why. [3]

As one of the strong task for describing and motivated for speaking between future policemen use photos of different types of crimes. Give one to each of your students and ask them to write a description of what they see. Stick the photos vertically on one side of the board/wall and the descriptions on the other side. Students take turns matching the right description to each photo.

During this method students will be given the opportunity to have daily language practice in the safe and relaxed environment of their classroom. This daily language practice will allow the students to interact on a personal level with both the teacher and fellow classmates.

The students are able to gain language knowledge from their participation both as speakers and listeners. These personal interactions are meaningful because the students are able to interact with one another, carry on conversations, and hear significant rules being modeled involving sentence structure. This tasks will help to develop the students' oral language, which is necessary to become successful academic learners in the classroom. This will further prepare the students to effectively take on the next grade.

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ЯКІСНА МОВНА ПІДГОТОВКА В ФРН В УМОВАХ ГЛОБАЛІЗАЦІЇ ОСВІТИ

Вища освіта Німеччини характеризується поєднанням академічного та практичного навчання, новітніми технологіями викладання, використанням інноваційної методики навчання. Саме сучасна інноваційна методика навчання, на думку німецьких вчених, є одним із чинників розвитку професійної компетентності майбутніх фахівців.