USING ARTICLES FROM AMERICAN ONLINE SCHOOL NEWSPAPERS WHEN TEACHING ENGLISH

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Abstract: Successful learning of a foreign language depends on many factors. This is the motivation of students, the methodical preparation of the teacher, the number of hours allotted for his study, and much more. An important role is played by well-chosen educational material. Often teachers have to work on old manuals and textbooks, which do not contain up-to-date information, both factual and visual.

Keywords: authentic texts, personal interests, up-to-date information, school curriculum, methodological potential, literary works.

Choosing the perfect text is not an easy task, since several factors must be taken into account when selecting an educational text. First of all, it is authenticity. An authentic text, of course, has an advantage over any educational text, since it is aimed at native speakers, therefore, it has the naturalness that is inherent in a native speaker. Such texts use modern phrases, words, and slang, which are used by modern native speakers. Thus, by working with authentic texts, students prepare for real communication situations. When selecting texts, it is also important to rely on the characteristics of the trainees. These are, first of all, age-related features. In the seventh grade, students experience the stage of adolescent development, which is a complex and at the same time extremely important stage of personality formation. Adolescence is characterized, first of all, by a sense of adulthood [1]. Teenagers strive to be adults in the eyes of parents and teachers, they develop their line of behavior, and form their views and assessments, which often do not coincide with the opinion of adults. At the same time, the authority of peers often plays an important role at this age. Another feature of this age is the desire for novelty. Teenagers are interested in a lot of things; they want to try as much as possible new and unexplored.

Hence follows another criterion for the selection of texts – the personal interest of students.

On the one hand, with the development of reflection in adolescents, they become interested in the problems of communication, self-improvement, the search for the meaning of life, and social justice.

On the other hand, as noted above, the interests of teenagers are unstable, so the subject of texts should be as diverse as possible, starting with art and ending with social problems. Such thematic diversity will help teenagers to join the experience and knowledge that will subsequently affect the formation of the personality of a teenager, as well as his further self-determination. However, in the conditions of work within the curriculum, the subject of texts is significantly narrowed, therefore, we are dealing with another selection criterion – correlation with the school curriculum and curriculum.

The last, but by no means unimportant criterion that I would like to note is the socio-cultural orientation of the texts. It is no longer news that we all live in a multicultural and multinational society today. To coexist in such a society is quite difficult, it requires meeting several requirements.

➢ Firstly, it is necessary to have socio-cultural information about the country of the language being studied.

➢ Secondly, to possess and be able to use certain speech and behavioral patterns.

➢ Thirdly, to cultivate a sense of acceptance and tolerance, the awareness of each nation to be unique.

Of course, it seems to us that finding a text that could meet all of the above criteria is not an easy task. In our opinion, the texts of articles from American school online newspapers can become a worthy candidate for this role. These texts are undoubtedly authentic, as they were written by schoolchildren for their peers. The articles provide information about events and problems that are relevant to modern American teenagers. The fact that articles are written by peers affects the perception of information by students. Even if the views do not coincide, teenagers will not be as categorical in their judgments as if the articles were written by adults. Despite national differences, the problems and interests of the growths largely coincide, therefore it is quite easy to find articles that would be interesting to students while maintaining thematic diversity. For example, both are interested in entertainment, problems of self-determination, health, conflict resolution, and so on. Of course, with all the similarities, several differences in social organization, views, and traditions will inevitably stand out, and this will be the socio-cultural component of these texts.

Thus, the above-mentioned texts have the necessary methodological potential. Of course, it is impossible to work with such texts often due to the rather large volume of the school curriculum. Working with these texts is valuable not only for the development of reading and analysis skills but also for expanding horizons in the field of socio-cultural environment. The development of socio-cultural competence is achieved through a variety of topics of articles. In the classroom, we used articles on a variety of topics:

➢ relationships with peers;

➢ famous people;

➢ features of American schools;

➢ traditions, memorable days;

➢ reviews of contemporary literary works;

➢ use of modern gadgets;

➢ Social networks.

There are a huge number of online school newspapers that can be viewed if you follow the link https://snosites.com, so problems in the selection of texts are quite rare.

Like any methodically constructed work with text, work with the texts of articles is carried out in three stages: pre-text, text, and post-text. At the pre-text stage, most often we work with the title of the article, analyze it, and anticipate the content of the article. In addition, an explanation of potentially difficult lexical phenomena is given. The next stage includes such types of work as answering questions, determining the correctness of statements, searching for sentences and grammatical structures that match the meaning, and selecting a suitable title for parts of the text. At the post-test stage, one can use such types of tasks as a description of a specific phenomenon, a summary of the text, followed by an expression of one`s opinion on the affected problem [5].

At the textual stage, various reading strategies are developed. In the first stage, an introductory reading takes place; students are invited to combine the name of the student mentioned in the text with the type of physical education classes. At the stage of exploratory reading, students are asked to fill out a table indicating the type of physical education (Independent Study and regular Physical Education). For each type, oneneeds to fill in the columns: Pros/Cons.

At the post-test stage, students compare their expectations with the real information in the text, express their attitude to the text they read (informative, interesting, boring), and then choose the method of conducting physical education classes that they like best, and give three justifications for their choice. As a homework assignment, students should prepare an oral monologue statement on the method of conducting physical education lessons in one of the English-speaking countries.

Another article titled Thoughts on social media, Diegueno Sun [3]. At the pre-text stage, the subject of the text and the issues raised are also analyzed.

At the next stage, it is proposed to answer questions about the content of the article, then divide the text into logical parts and choose the title name for each of the parts. When working with this article, a table is also filled in which students note the reasons for using social networks [6].

At the post-technical stage, work is organized in pairs. Each couple analyzes and notes the positive and negative sides of social networks, and compares the results [7].

Thus, it seems to us that the texts of American online school newspapers have great methodological potential as authentic text. The articles are diverse in thematic terms, in addition, the topics covered in the articles are close to teenagers. Working with these texts, students get acquainted with real American speech, learn modern vocabulary, and train various reading strategies. In addition, there is a socio-cultural component, students learn about the life of American teenagers, their problems, and successes.

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