

*T. V. Malkova (Saint-Petersburg, Russia)
Saint-Petersburg University of the Ministry of the Interior of Russia*

English language lesson plan on the topic “Computerized databases: automated fingerprint identification system”

В статье представлена учебно-методическая разработка практического занятия по английскому языку на тему «Компьютеризированные базы данных: система автоматизированного опознавания по отпечаткам пальцев» для курсантов образовательных организаций МВД России.

Ключевые слова: иноязычная подготовка, коммуникативная компетенция, информационные технологии, говорение, аудирование, чтение

The article deals with the English language lesson plan on the topic “Computerized databases: automated fingerprint identification system” for the cadets of the educational institutions of higher education of the Ministry of the Interior of Russia.

Keywords: foreign language training, communicative competence, information technology, speaking, listening, reading

At present, educational institutions of higher education of the Ministry of the Interior of Russian pay special attention to the issue of strengthening the practice-oriented training, including foreign language training. The educational process at the Department of Foreign Languages of St. Petersburg University of the Ministry of the Interior of Russia is aimed at the development of language, speech, professional, and communicative competencies in the cadets and is implemented in accordance with the professionally oriented approach. Due to it, foreign language training not only shapes and develops foreign language competence itself, but also significantly widens the students’ professional outlook, contributes to the formation of their professional culture.

The topic under discussion is studied by the 2nd year cadets in the course of mastering the unit “Law enforcement personnel training” of the “Foreign Language” academic course working program. The main educational objectives of the presented lesson plan are: activation of the cadets’ knowledge, practice and control of pronunciation of thematic lexical items, vocabulary development. Besides, the lesson is aimed at turning interest into profession, shaping respectful attitude to it, broadening cadet’s general and professional outlook, developing mental and cognitive processes, inspiring the internal need to obtain new knowledge, building motivation to study the discipline. A special emphasis is made on the visualization of learning material (video and multimedia educational presentation on the topic), which contributes to the activation of mental and cognitive activity of the students, increases the information

content of the lesson. The structure of the lesson involves three main stages: introductory part, main part and final part.

The introductory part (including greeting, basic organizational aspects necessary for the beginning of the lesson, announcing the topic and the lesson plan) is aimed at the strengthening of learning activity and initial motivation of the cadets.

The main part of the lesson is based on the multimedia presentation consisting of different types of tasks and is divided into several stages.

Phonetic warm-up starts the main part of the lesson and allows not only to practice pronunciation of special lexical units (*e.g. advent, analog, data, digitization, patent, latent, etc.*) and getting the cadets ready for further activities, but is also aimed at control of the performance of their home task, i.e. to check the cadet's knowledge of the meaning of these special lexical units. Phonetic warm-up is followed by a number of exercises to practice lexical material:

– *Match the Russian and the English equivalents: характерные признаки, получить новое изображение, традиционный способ, идентификация личности, профилактика мошенничества, автоматизированное сравнение, хранение отпечатков пальцев, traditional means, automated comparison, to capture a new record, fraud prevention, storing fingerprints, personal identification, distinguishing traits;*

– *Match the English and the Russian equivalents: earlobe geometry, retina pattern, analog data, iris pattern, digital image, civil application, to analyze fingerprints, узор сетчатки глаза, использование в гражданских целях, геометрия ушной раковины, анализировать отпечатки пальцев, узор радужной оболочки глаза, цифровое изображение, аналоговые данные;*

– *Find synonyms and translate them: to obtain, to transmit, same, to complete, to analyze, unique, automated, to send, to examine, computerized, exclusive, to get, identical, to finish;*

– *Find antonyms and translate them: unique, digital, to transmit, different, latent, to complete, to obtain; to start, visible, identical, to lose, analog, to receive, common;*

– *Read and translate word combinations: ink-and-paper fingerprinting process, fingerprint identification system, retina and iris patterns, hand and earlobe geometry, a means of unique identification, the advent of computerized databases, the process of storing human fingerprints;*

– *Make up word combinations and translate them: biometric, unique, digital, analog, personal, identification, fingerprint; identification, image, identifier, verification, data, methodology, characteristic;*

– *Combine the verbs with the nouns: to store, to evaluate, to analyze, to obtain, to capture, to confirm, to transmit; data, fingerprints, identity, image, identification, record, fingerscans;*

– *Put the words in the correct order to make sentences:*

1. *Biometric // by which // uniquely // is any means // verification // can be // identified. // a person //;*

2. *verification // computerized // considerably // Biometric // with the advent of // databases. // has advanced //;*

3. *image // The digital // fingerscanning //a finger image. // obtained by // is called;*

– *Fill in the blanks with the appropriate words.*

1. *Fingerprints are the keys to a person's _____. (individuality, income, identification, identity, image);*

2. *Every _____ that comes in needs to be fingerprinted and photographed. (initial, inmate, identity, icon, inner);*

3. *An electronic Live Scan has replaced the _____ink print system. (overloaded, automated, outdated, operated.*

The interactive nature of the lesson, the use of various ways of visualizing the learning material, as well as a large variety of small tasks allow to maintain high level of students' cognitive activity. The use of modern pedagogical methods and technologies, including lexical games, such as “Unscramble the words”, “Unscramble the sentences”, “Match the actions or notions with the pictures”, “Find the words hidden in the word grid” contribute to additional dynamics in the learning process. They activate the cadets' speech and mental activity, allow them to practice professional vocabulary in a play-based way, make the learning process exciting and interesting.

The next step involves working with the video “Automated Fingerprint Identification System (AFIS)” [1] adapted for the lesson: the original 6 minutes video is abridged, and the transcript of the video is made. Two identical videos are prepared for the cadets, one of which is subtitled. Before the first presentation of the video without subtitles, the cadets study new vocabulary from the video and its translation into Russian and some examples of their use in context. After watching the video, the cadets are asked to answer some questions, such as:

– *How many main heroes were shown in the video excepting those on the streets?*

– *What are these people?*

– *How many locations were shown in the video? etc.*

After the first viewing and its discussion, the cadets watch the video again (depending on the level of their foreign language competence, it is possible to use the one with subtitles), followed by the set of lexical exercises. The cadets perform a number of tasks on the content of the video, screenshots from the video being shown in the presentation. The images support verbal information and ensure the development of visual thinking and visual perception. Some tasks can be suggested to be done in writing, for example:

- *Name 3 words that were not mentioned in the video?*
- *Fill in the gaps.*
- *Put the words in the correct order to make sentences.*
- *Answer the questions, etc.*

After completing the tasks and discussing the video, the cadets are asked to solve several problem situations on the topic. For this purpose, the group is divided into pairs; each pair receives a set of phrases to compose a dialog. The cadets have to study the phrases, understand the essence of the problem situation, put the phrases in a logical order and present the dialog.

The final part of the lesson summarizes the lesson outcomes and revises the material covered. The stage of reflection is an obligatory element of each lesson and it can be done in a game-based way, which allows relieving tension, supporting positive attitude, creating a situation of success, and increasing motivation. The simplest and very effective task for the final stage of the lesson can be the game "True or false", when the students interact with each other, revising the material studied.

Thus, the presented lesson plan on the topic “Computerized databases: automated fingerprint identification system” allows to implement professionally oriented approach in foreign language training, to provide a high level of visualization of learning materials and to ensure the activation of the cadets’ skills in all types of speech activity: listening, speaking, reading and writing.

Литература

1. Automated Fingerprint Identification System [Электронный ресурс]. URL: <https://youtu.be/ZKi1CKTRCQM> (дата обращения: 13.03.2024).

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*Н. В. Матюшина (Москва, Россия)
Московский городской педагогический университет*

Использование эргонимов в качестве материала для заданий по РКИ

В статье приводятся примеры возможного использования названий коммерческих предприятий при составлении учебных материалов для занятий по РКИ. Предлагаются варианты заданий для лингвострановедческих проектов; упражнения на закрепление вокабуляра, морфологии, орфографии русского языка. Приводятся иллюстрации использования стилистических приемов, таких как рифма, ритм, ассонанс, аллитерация, редупликация), при создании эргонимов.

Ключевые слова: эргоним, мотивация, РКИ, лингвострановедческий проект, стилистические приемы, пиктограмма