

story, but after a few sentences he or she stops. Then, each student starts to develop his or her own story from the point where the previous one stopped.

**Picture Describing.** Another way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, then a spokesperson for each group describes the picture to the whole class.

**Find the Difference.** For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.

There are many different innovative methods of teaching students which together with the traditional ones help us to instruct students while learning foreign languages and organize the work in class. To conclude, the major concern is aiming at how to achieve the best result or a relatively better one in a given context.

Teaching speaking is a very important part of language learning. The ability to communicate clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Therefore, it is essential that language teachers pay great attention to teaching speaking. Rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place is desired. With this aim, various speaking activities such as those listed above can contribute a great deal to students in developing basic interactive skills necessary for life. These activities make students more active in the learning process and at the same time make their learning more meaningful and fun for them.

## **USE OF ADVERTISEMENT TEXTS IN TEACHING ENGLISH (FOR THE STUDENTS OF ECONOMICS AND MANAGEMENT)**

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Advertising text as a subject of linguistic research is the subject of the analysis of both foreign and native linguists who study advertising texts in various aspects: 1) general linguistic description of advertising texts (K. Bove, O. I. Zelinska, O. V. Medvedev, G. G. Pocheptsov); 2) research of a certain aspect of advertising: pragmalinguistic (Yu. B. Korneva, T. M. Livshits, I. P. Moiseenko, Yu. V. Sylvestrov, E. S. Turner); psycholinguistic (E. MacGregor, Yu. O. Sorokin, E. F. Tarasov); cognitive (O. V. Anopina, V. I. Ohrimenko, O. Y. Tkachuk-Miroshnichenko); 3) linguistic analysis of advertising texts at different language levels: phonetic level (O. A. Ksenzenko, I. O. Lisichkin); lexical level (I. O. Sokolova, S. A. Fedorets); morphological level (O. I. Zelinska, V. V. Zirka,

Ye. P. Isakova); syntactic and structural-semantic level (O. I. Zelinska, N. L. Kovalenko, Yu. B. Kornev, O. V. Medvedev); analysis of text categories in advertising (N. T. Humenyuk, N. L. Kovalenko, M. L. Kramarenko, T. M. Livshits); 4) research on advertising discourse (N. V. Vertyankina, N. L. Volkogon, A. O. Dedyukhin, I. O. Lisichkin, A. I. Radu, O. Y. Tkachuk-Miroshnichenko), etc.

Despite the increased interest of scientists in these problems, such issues as the structure of the advertising text, its functions, tasks, categories, the role of its separate structural elements, the peculiarities of creating promotional messages, the ratio of verbal and non-verbal components in the text of advertising, etc., are often considered as accompanying the main language advertising research. In addition, in modern linguistics there is no single approach to solving the problems analyzed, and, most importantly, modern linguistic studies do not answer the question of how these extra-language parameters of the advertising text affect its linguistic analysis, how close the link is to the linguistic design of advertising the text with extra-linguistic characteristics of the latter.

Topicality of the research and its correspondence to the modern reality is dictated by the historical changes in social life of the world which are marked by the transition to the "trade era". It caused an increased interest to advertising. Taking into consideration the fact that advertising is a kind of a carrier of a lingual code of a certain nation as well as the source of national-cultural information, usage of advertisements at English lessons seems to be relevant.

The purpose of the study is to prove the effectiveness of the usage of advertisements on English lessons.

The novelty of the study is determined by focusing on the peculiarities of the typology of adverts which is not well developed yet.

Advertisements can be widely used in teaching vocabulary and syntax due to the fact that the most important thing when creating an advert is to build a proper text to achieve maximum efficiency. There are numerous techniques used to create the texts of advertisements; for instance, symmetrical structures – syntax + vocabulary. Symmetry is rarely used only at the syntactic level. Normally, the same, similar in form or antonymic words are added to the symmetric structure of parts of the sentence. Sometimes the two parts of the slogan represent a complete symmetry, when the second part is supposedly a "mirror image" of the first one [2, p. 25].

For example, in the slogan of the automobile trading company Alan:

*Cars for everyone - and everything for cars.*

Symmetrical sentence structures reinforced by similar or identical words are sufficiently strong from the standpoint of aesthetics and memorizing the form of a slogan. Photocopier CANON (adverbs with a similar meaning): *Higher efficiency – more fun.*

Mary Kay cosmetics (same words): *Smart woman – smart decision.*

ECCO footwear (same pronouns): *My world – my shoes.*

Kent cigarettes (same verbs): *Think choice. Think Kent.*

Absolute vodka (same adjectives): *Absolute Moscow. Absolute autumn. Absolute spring.*

The next interesting technique is open structures. Sometimes advertisers prefer to use unfinished sentences or sentences in which there is no first part. The openness of such syntactic structures in writing is indicated by three dots: biscuits Vagon Wheels: *...and you are the winner!*

Here is an example of contrasting – an advertisement of the cosmetic line MAYBELLINE: *Maybe she is born with it, maybe it is Maybelline.*

An advertisement of a washing machine Indesit: *We are working – you are resting.*

It is also very important to make the advertisement text as short as possible. Here are the examples of very well-known English advertising slogans: NOKIA: *Connecting people.* Whisky Johnny Walker: *Taste life.* Nike: *Just do it.* Sony: *It's a Sony.* Panasonic: *...from Panasonic.*

A. Crompton considers comparison with the competitive goods as the most important component of the advertising text. This can be done by listing the useful properties of the product, and therefore it is impossible to do without using the degrees of comparison of adjectives [1, p. 90].

In addition, scientists have outlined seventeen topics that always attract reader's attention: cars, predictions of the future, war, food, money (how to earn money), entertainment, sex, weddings, children, scandals (secular chronicle), animals, sports, well-known personality, humor (croaking), royal families, catastrophes, fashion. This information can be of great use for teaching vocabulary on relevant topics.

When selecting words, according to D. Rosenthal, it is recommended to use verbs more, which make the text dynamic, and specific nouns. The expressiveness of verbs is explained by the richness and versatility of their semantic structure and syntactic links. Adjectives are less effective when creating ad texts [2, p. 34].

100 advertisements from *the Development Finance* and *the Forbes* journals have been classified according to their grammatical categories. It has been found out that the most numerous groups comprise the adverts with the Imperative Mood and the Present Indefinite Tense. The least numerous groups are the adverts with Modal verbs, the Present Perfect Tense and the Past Indefinite Tense.

Speaking of the connection of the form of an advertisement with the content acquired in the minds of the consumer, it would not be superfluous to mention a technique interesting from a linguistic point of view. Unfortunately, it is hardly ever used in domestic advertising, although it is extremely effective at a minimum of semantic means. We are talking about the use in advertisements in general and in the names of goods and firms in particular games of words, overlays, homonyms, homophones and the like, that is all that is called *pun* in the English language. A lot of English-language ads are based on *puns*, which allows them to achieve enormous successes without changing the advertising idea and not attracting additional funds for advertising over the years.

Thus, the advertisement of a company that manufactures mattresses and featherbeds is based on a single word, which is the brand name and the company's name, anchor, and a password, and in general the perfect image of the product, which connects the objectified need with an indication of high quality products.

The name *Everrest* is written in the names of branded stores and on the commodity market of each firm's product. *Ever* – always, *rest* – rest, relax. The same word, but only with a single letter "r" – *Everest* is the name of the highest mountain, a symbol of an unattainable peak, and at the same time – an associative connection with the highest level of quality and a high mountain of soft featherbeds. The name of the product and firm becomes sound and the image of the goods requires a certain meaning: *Everrest* – "I always rest on the highest, best quality."

The name (the same slogan) of a company that produces audio and video recordings of classical music and best opera performances: *Area of Arias*. *Area* – territory, field; *aria* – opera. These are two words with different meanings and spelling, but the same pronunciation, the words are homophones. The name can be understood differently, depending on whether it is perceived by hearing or visually, but in any case, it sounds great and carries the maximum amount of information about the product produced.

Here is another example. A slogan that advertises a car with a computerized management system: *This Automobile – is a real AutoMobile* – in a literal translation - *this car is a real car*, but since *Auto* means autonomy, independence, and *Mobile* - to move, then the word with a capital letter inserted in the middle - *AutoMobile* should be understood as something that moves independently, one that goes on its own. That is why the slogan, besides its first literal meaning, acquires another one: *This car is a real car that moves on its own*. The change of a single thing – the size of one letter – transfers the full and differential image of the goods in one short sentence [1, p. 113].

Only when both the syntactics and semantics of the message work on the basic thoughtful advertising idea, it is possible with a minimum of syntactic techniques, to facilitate receipt of the maximum amount of effective semantic information from an advertisement.

The materials of the study can be used on the seminars of English, on practical classes dedicated to the translation of the texts and while working with the vocabulary on the topic *Advertising*. The exercises of the lessons may be also focused on learning lexicology and grammar. In particular, attention may be paid to the topic *Jobs*, adjectives, phrases like *I think...*, *I suppose...*, *to my mind...*, *in my opinion...*, *as for me...*, and on the grammar structure to *have/get smth done*.

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## **THE HISTORY AND EXPERIENCES OF ENGLISH TEACHERS ASSOCIATIONS IN BOLIVIA**

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Bolivia has not been indifferent to the changes in the world panorama that have been brewing since the First and Second World Wars. Franz Tamayo, in his remarkable essay, "The Creation of National Pedagogy," published in 1910, laid the foundations for specialized education in a language that went beyond Castilian and demonstrated the value of retaining cultural identity by promoting the use of the first language in the study of foreign languages

With a similar vision, the Bolivian state, through the Bolivian Education Code of 1955 and Law 1565 of Educational Reform, recognizes and respects students' native languages and in turn promotes the gradual teaching of the English language in the public schools of the state's urban centers. Today, the Bolivian Education Law Project, "Avelino Siñani and Elizardo Pérez," recognizes that education must begin with the mother tongue and that the foreign language must be taught from the earliest school years.

English teachers in Bolivia needed instruction to improve their ELT methodology. A number of organizations hoped to address this need: The Department of Language Careers and the Department of Linguistics within different public universities sought to develop the humanistic skills of their students from modern methods of language training.

It was thus that with the passage of time and amalgamating ideas, the Department of Native and Foreign Languages of the Royal and Pontifical Major University of Saint Francis Xavier of Chuquisaca (RMPSFXCH), headed by Lic. Juan Hinojosa G., outlined what would come to be called the English-Language Teaching Project UK-Bolivia. In 1990, this was sent to the British Embassy in the city of La Paz.

The British Embassy in Bolivia was willing to provide better teaching and learning conditions to Bolivian teachers, so they were willing to pay attention to the needs of those raised by them.

On instructions from the British Embassy, the British Council was immediately placed in the service of language teachers while seeking sufficient resources and funds to deal with the project to be financed by the British Government. Subsequently, arrangements were made for the arrival from London