

that he is aware of everything that is on one's mind. He has big eyes. He is bald or has short hair and a beard. Women disagreed about gender of a psychologist. However, most indicated that a psychologist is a woman, dressed mostly in clothing, which includes a tie and a shirt. The age of psychologists ranged from about 25 to 50.

The male students also spoke about appearance of a psychologist. They mentioned neatness and good looks. The next rank was given to accessories: a notebook, a chair, glasses, and the works of Remarque and a colorful scarf. As for the clothes, the male students identified this group as well pointing out formal style of clothes (a white blouse, a short skirt, high-heeled shoes). As for gender and age, men preferred a young woman or a middle-aged male psychologist.

Both male and female students identified communicating and listening skills. The students also pointed out the importance of being sociable and a talkative. Male students pointed out the importance of a pleasant voice.

The female students pointed out the importance of intellectual qualities, such as intelligence and high cultural level. The male students identified a group of intellectual qualities too. They mentioned intelligence, intellectual development.

Judging from the results of our study, it may be noted that the male students are subjected more to the influence of the media. We can guess some given characteristics from existing images of psychologists in films and serials. Many people have watched films about psychology and an omniscient doctor "House," "Lie to Me," "Hannibal," "The Mentalist"; "The Sixth Sense," "Good Will Hunting," "Analyze This," "A Dangerous Method" and others.

In general, the process of social perception is a complex mechanism of interaction of social facilities, and it is influenced by a large number of features and factors (age and gender characteristics, the effect of perception, past experience, and others), some of which are changing, for example, the role of men and women in society and the environment. They can be different in appearance and in their mental properties, their interests and pursuits. Our regulatory submission to 'masculinity' and 'femininity', although reflecting some realities, is generally not more than the stereotypes of public consciousness. Such a term as 'gender' is a social- biological characteristic given to define the concepts of "man" and "woman" [5].

We know that a person can not live in isolation. After all, throughout his life, he comes into contact with people around him forming interpersonal relationships. It is one of the most important and uncertain categories in psychology. After all, the way a person relates to the interlocutor often depends on how he perceives and evaluates it. Coming into contact, we evaluate each other, both in appearance and in behavior [2].

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EARLY READING SKILLS DEVELOPMENT

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This article dwells on early reading skills development. The process of reading is analyzed in general; the reasons for the importance of teaching to read are raised and different strategies of teaching reading are described.

Reading is one of the four language skills: reading, writing, listening and speaking. It is a receptive skill, like listening. This means it involves responding to text, rather than producing it. Very simply we can say that reading involves making sense of text. To do this we need to understand the language of the text at word level, sentence level and whole-text level. We also need to connect the message of the text to our knowledge of the world [1].

Do we need to read in order to speak English? The short answer is no. Some native speakers cannot read or write but they speak English fluently. On the other hand, reading is something that you can do on your own and that greatly broadens your vocabulary, thus helping you in speaking (and in listening and writing). Reading is therefore a highly valuable skill and activity, and it is recommended that English learners try to read as much as possible in English.

There are many reasons why getting students to read English texts is an important part of the teacher's job. In the first place, many of them want to be able to read texts in English either for their careers, for study purposes or simply for pleasure. Anything we can do to make reading easier for them must be a good idea. Reading is useful for other purposes too: any exposure to English (provided students understand it more or less) is a good thing for language students. At the very least, some of the language sticks in their minds as part of the process of language acquisition is likely to be even more successful.

Reading texts also provides good models for English writing. When we teach the skill of writing, we will need to show students models of what we are encouraging them to do. Reading also provides opportunities to study language: vocabulary, grammar, punctuation, and the way we construct sentences, paragraphs and texts. Lastly, good reading texts can introduce interesting topics, stimulate discussion, excite imaginative responses and be the springboard for well-rounded, fascinating lessons.

Therefore, reading is fundamental to function in today's society. There are many adults who cannot read well enough to understand the instructions on a medicine bottle. That is a scary thought - especially for their children. Filling out applications becomes impossible without help. Reading road or warning signs is difficult. Even following a map becomes a chore. Day-to-day activities that many people take for granted become a source of frustration, anger and fear.

Reading is important because it develops the mind. The mind is a muscle. It needs exercise. Understanding the written word is one way the mind grows in its ability. Teaching young children to read helps them develop their language skills. It also helps them learn to listen. Everybody wants to talk, but few can really listen. Lack of listening skills can result in major misunderstandings which can lead to job loss, marriage breakup, and other disasters – small and great. Reading helps children (and adults) focus on what someone else is communicating.

Finally, reading is important because words – spoken and written – are the building blocks of life. We are, right now, the result of words that we have heard or read and believed about ourselves. What we become in the future will depend on the words we believe about ourselves now. People, families, relationships, and even nations are built from words.

It is now well established that learning to read in an unfamiliar language is a complex and challenging process for young learners. Martinez and Murphy, for example, report that “readers processing text in a foreign language are faced with a comparatively laborious and cumbersome job that at times might seem like an unpleasant guessing game”. Similarly challenging is a development of effective instruction strategies to assist them with this task.

There are basically two different common methods of teaching reading strategies. One usually refers to whole language approach (“look say”), the other usually refers to phonetics approach. The tension between these two approaches is often referred to as “the great debate”.

Alphabetic principle (the look-say method) says that letters are used to represent the speech sounds of our language [2]. Children must demonstrate the ability to associate sounds with letters and use these sounds to form words. We use the letters of the alphabet often alone (basic code), often in two's and in groups of three and four (advanced code) to represent the sounds in our language.

In a perfect world, our written language would consist of just basic code. Every sound in our language would have just one letter assigned to it. Our written language would be very simple to decode. Teaching reading would be easy and reading and spelling problems would be few and far between. Unfortunately, our written alphabetic code contains advanced code. Quite frequently, sounds are represented by more than one letter and letters represent more than just one sound. The more advanced the code, the more difficult it is to crack that code. The more difficult it is to crack, the more difficult it is to read fluently. The better children understand the code the more automaticity they will develop. Students when learning English using this method memorize the appearance of words, or learn to recognize words by looking at the first and last letter from rigidly selected vocabularies in progressive texts. Often this method is taught by slides or cards with a picture next to a word, teaching children to associate the whole word with its meaning. Often preliminary results show children taught with this method have higher reading level than children learning a phonetic method, because they learn to automatically recognize a small selection of words. But advanced code creates many of the reading and spelling problems children experience.

Phonemic awareness is part of phonological awareness, the ability to hear and manipulate the individual sounds in words [2]. For example, taking the spoken word "dog" and separating it into three distinct sounds – /d/ /o/ /g/ - requires phonemic awareness skill. Phonemic awareness skill is very important because of its strong

correlation with reading fluency. The research is clear: children who develop strong phonemic awareness skills at an early age are more likely to become fluent readers and better spellers than children who do not.

It is very important for a language teacher to differentiate between these two strategies and use them appropriately. In practice, the most successful is learning the alphabet phonetically first then reinforced with "look-say" methods coupled with reading programs that combine both elements. For example, the extremely popular book, «Teach Your Child to Read in 100 Easy Lessons», by Siegfried Engelman, teaches pronunciation and simple phonetics, then supplements it with progressive texts and practice in directed reading [2].

The end result of a mixed method is a casually phonetic student, a much better first-time pronouncer and speller, who still also has look-say acquisition, quick fluency and comprehension. Using an eclectic method, students can select their preferred learning style. This lets all students make progress, yet permits a motivated student to use and recognize the best traits of each method.

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THE ROLE OF INFORMATION IN MODERN SOCIETY AND LEGAL REGULATION OF INFORMATION PROCESSES

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The role of information in modern society. Information security. A comparative analysis of legal regulation of information and information in the modern states.

Information has always played a very important role in human life. Modern society is characterized as an information society in which information becomes a system-forming factor. The role of mass media is increasing. Everyone is familiar with the phrase: "Who owns information, owns the world". Information can bring both good and evil. Modern history and practical life show that the reality of modern world – is the information war and confrontation. A lot of the recent so-called 'color revolutions' and riots were born on the Internet and in social networks, "through the distribution of specially selected information (disinformation). This is done by sending e-mails, organizing newsgroups, creating sites for exchange views, posting information on separate pages or in electronic versions of periodicals and radio and TV broadcasting"[1].

Some people assume that the information published in the media need not be exact, and that in the tense geopolitical situation and during the information wars the dissemination of information that does not correspond to reality, i.e. a lie, has an excuse and does not contradict the main principles of the information society.

States should not ignore the current challenges where information can be used as an instrument of crime. Undoubtedly, information should be available and open, but there is information to which access should be restricted or closed, such as state secrets, production and distribution of pornography. In this regard the leading role is played by the legal regulation. The state must find balance between the right for access to information and the interests of society and an individual. The Conception of the national security of the Republic of Belarus dwells on the information security, i.e. the state of protection of the balanced interests of a personality, society and the state from inside and outside threat [2].

In 2013 the Plenum of the Supreme Court of the Republic of Belarus adopted a resolution "On ensuring transparency in the administration of justice and the dissemination of information on activities of courts" № 11, [3] which refers to the use of all the possibilities of assize courts to consider the most vital and socially significant cases in the work teams and in the community. Such meetings should contribute to the education of citizens in the spirit of respect for the law and prevention of offenses and crimes. Courts should regularly inform the public about the progress and the outcome of court cases with increased publicity, about the place and time of conducting assize courts. The resolution states which information may be in the public domain and which is closed with a reference to the relevant legal acts.

Taking into consideration the situation with the distribution and use of spice, the increase of crimes committed under its influence, we believe that show trials and dissemination of information about responsibility for this category of crimes will be timely. These actions will actually perform the important function of preventing offenses and crimes.