

In our opinion, in Republic of Belarus it is expedient to continue the work on differentiation of responsibility for commission of corruption offenses and to develop on the basis of the analysis of provisions of the law and the Administrative Code the list of corruption administrative offenses or to allocate from all corruption offenses called in Art. 37 of the Law, those offenses for which it is necessary to establish administrative responsibility and to add with them the Administrative Code.

We believe that accurate fixing of a definition "a corruption offense" in the general part the Administrative Code and definitions "a corruption crime" in the general part of UK will allow to resolve an issue of responsibility of the officials (and equated to them) who made an offense (crime) with use of the powers of office in each case.

Also it is obviously necessary to fix the list of corruption crimes in the Criminal Code accurately. As the structures stated above contain in different chapters of the present code, we believe that it is expedient to point to corruption nature of act (inaction) in the note to the relevant article.

In the Law of Ukraine "About prevention of corruption" [3]. The Law gives the concept of corruption, corruption offenses and offenses connected with corruption. The questions of criminal liability, civil liability and a liability of breakage for the commission of the corruption acts and offenses connected with corruption are solved according to the requirements of the current legislation of Ukraine.

In item 11 of Art. 2 of the Law of the Republic of Kazakhstan of November 18, 2015 "About corruption counteraction" one can find the concept of a corruption offense which is understood as the illegal guilty act having corruption signs (action or inaction) for which administrative or criminal liability is established [4]. Criminal and administrative liability, and also punishments and collectings for commission of corruption crimes and administrative offenses are provided in the Criminal Code and the Administrative Code of the Republic of Kazakhstan.

The comparative analysis of the anti-corruption legislation of the CIS countries shows that criminal and administrative liability for commission of corruption offenses and crimes is established in the Criminal Code and the Administrative Code. Unlike Republic of Belarus in the legislation of the Russian Federation and Ukraine there is no list of corruption offenses. In our opinion, accurate differentiation of responsibility for corruption offenses and the established list of corruption crimes are necessary for successful fight against corruption.

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USING COMPUTERS IN TEACHING FOREIGN VOCABULARY

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The article focuses on one of the most important problems in teaching foreign languages – teaching vocabulary. The advantages of the Computer Assisted Language Learning for vocabulary acquisition are analyzed.

There are four things that students need to do with a new language: be exposed to it, understand its meaning, understand its form, and practice it. In a classroom, a major part of the teacher's job is to expose students to the language so that they can use it later. As well as hearing/seeing language – and understanding what it means – students need to know how it's constructed, how the bits fit together. Whether the teacher gives them this information or whether they work it out themselves, they need to comprehend the constituent sounds, syllables, word and phrases of a new language. If and when students have been exposed to a language whose meaning and construction they understand, it makes sense for them to practice it under controlled conditions. These will allow them to check that they have got right. Practice should not go on for too long, however.

Therefore, to practice language skills we should know vocabulary or simply words. "A word is a most complex phenomenon than at first it might appear. Words have different functions, some carrying mainly

grammatical meaning, while others bear a greater informational load. The same word can have a variety of forms. Words can be added to, or combined, to form new words. Words can group together to form units that behave as if they were single words. Many words commonly co-occur with other words. Words may look and sound the same but have different meanings. One word may have a variety of overlapping meanings. Different words may share similar meanings, or may have opposite meanings. Some words can be defined in terms of their relationship with other word – whether, for example, they belong to the same set or co-occur in similar texts. Words can have the same or similar meanings but be used in different situations or for different effects” [2, p. 94].

All languages have words. “Languages emerges first as word, both historically, and in terms of the way each of us learned our first and any subsequent languages. The coining of new words never stops. Nor does the acquisition of words. Even in our first language, we are continually learning new meanings for all words. Learners of a second language experience a bewilderment even with simple texts” [1, p.35]. They may be confronted with words that are very unfamiliar, or are being used in ways that for them are novel and possibly obscure. They may even be meeting concepts that are simply not represented by words in their first language. Their problems are compounded when they need to produce the language. Finding the right word to fit the intended meaning is frustrating when your store of words is a limited one, the results can be disastrous.

Learning the vocabulary of a second language presents the learner with the following challenges:

- making the correct connections, when understanding the second language, between the form and the meaning of words, including discriminating the meaning of closely related words (e.g. lush and plush);
- when producing language, using the correct form of a word for the meaning intended (e.g. nose and noise).

To meet these challenges the learners need to:

- acquire a critical mass of words for use in both understanding and producing language;
- remember words over time, and be able to recall them readily;
- develop strategies for coping with gaps in word knowledge, including coping with unknown words, or unfamiliar uses of known words.

Language learning can be made interactive and interesting with the introduction of appropriate vocabulary exercises. It is noteworthy to mention here that vocabulary items are imparted mostly by translation: either a list of words with their translation at the beginning of the lesson or the translation of the content having new words or glossaries at the very end. This is an erroneous practice as it leads to a state of confusion for the learners.

Careful listening to the words may be a good option in teaching vocabulary items in a heterogenic classroom. Pronouncing the word enables the students to remember it longer and identify it more readily when they hear or see it. The teacher should try to get the meaning to the class without using translation. This is not preferable on the ground that translation may or may not provide the meaning of the word accurately and precisely. It is advocated as it enables the class to go without grasping the meaning of a word that they have learned to pronounce rather than to depend upon the translation. Some of the key strategies to unfold the information and meaning of a new word to a class are as follows. Definitions in the target language may be very handy if they are expressed in terms that are better known or more easily guessed than the word that is defined. Self-defining context makes the situation clear, and this in turn illuminates the meaning of the new word. This practice saves time and develops an intensive reading habit and better understanding. Antonyms When one member of a pair of opposites is understood, the meaning of the other can be easily comprehended. This helps the student to understand the different shades of meanings of a word. Synonyms may be used to help the student to understand the different shades of meaning if the synonym is better known than the word being taught. Synonyms help to enrich a student's vocabulary bank and provide alternative words instantly. Pictures of many types and colours can be used successfully to show the meaning of words and sentence. Handmade pictures can also be used as there is no need to be very artistic.

The computer explosion and the Internet have transformed the environment in which languages are used and learning takes place. Thus, the Computer Assisted Language Learning (CALL) has been a remarkable development in the educational technology. “Computer can provide rich, contextual environment for vocabulary learning and consequently allows learners to become active in one-to-one learning environment. Graney and Mokhtari suggested that practice with high frequency vocabulary through CALL does benefit reading. This is because computer as a tool offers great potential to enhance vocabulary instruction, external stimulation, rich graphic, and online rewards. These in turn provide ample opportunities for learners to encounter new words in multiple contexts by allowing them quick access to text and graphic and immediate access to vast information” [2, p.101]. The plethora of resources provided by computer can be exploited for second language learning purposes. Easy access to the World Wide Web has given both teachers and learners the benefits to use it at one's fingertips. It has gained immense popularity among language teachers and learners. Some of the supplemental language activities that could be incorporated in the classroom are vocabulary tests, reading tests and comprehension questions, grammar exercises, pronunciation exercises, and so forth.

Using the Internet in the process of education does not only increases participation and general enjoyment of classes but also contributes to learning, fosters interactions, and allows learners to self-assess and compare

their performance with that of their peers. This finding can also be used as reference by second language teachers and learners to enhance the learning process in the language classroom and to boost the mundane and traditional vocabulary learning process. In addition, by integrating the use of computer in the language learning, it is believed that second language learners will be able to learn vocabulary effectively and develop their potential in experiencing different methods of learning.

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**THE IDENTIFICATION OF COMPUTER GAME CHARACTERS
IN THE SYSTEM OF OBJECTS OF THE CIVIL LAW**

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Under the conditions of intensive development of economic relations on the Internet, there are new concepts that appear, identifying information resources that require a legal characterization and evaluation in terms of their compliance with the traditional notions of objects of the civil law. This article attempts to legally identify a computer game character in the system of objects of the civil law.

The modern period of civilization development is characterized by the transition from an industrial society to an information society through the computerization of all spheres and activities. The rapid development of computer technology has led to new results of intellectual activity: multimedia products, which have become part of modern culture. With the development of the World Wide Web, such phenomena as Internet sites, computer games, virtual museums, libraries have become an active part of our lives.

Under the conditions of intensive development of economic relations on the Internet, there are new concepts that appear, identifying information resources that require a legal characterization and evaluation in terms of their compliance with the traditional notions of objects of the civil law.

On the news portal TUT.BY on the 16th of January 2015 there was news published that in the Republic of Belarus there were spouses, who, in the framework of the peaceful settlement of the matter out of court on the division of marital property, upon divorce shared virtual property of the computer character [1]. Taking into account the fact that this news is of informative nature and that it does not contain any legal circumstances of the case, it, however, suggests the idea of the need to be prepared to give a legal assessment to the case that took place in the context of the topic.

In connection with the above mentioned circumstances the question of a legal status of computer game character and also its identification in the system of objects of the civil law become interesting.

Most virtual objects copy material ones: things, property, money, virtual services, etc. However, there are objects that have no analogues in the material world. These objects, in particular, will include a computer character.

Computer character is not identified in the system of the civil law. The list of objects contained in article 128 of the Civil Code of the Republic of Belarus reflects the traditional idea of the objects. The basic problem of the modern civil law doctrine is connected with the identification of certain benefits as things: to define the legal status of new non typical objects we should conservatively compare them with the ideas about a thing.

However, the inability to find computer characters in materialized form and the limited application of the principle of ownership and disposal in relation to these objects, cause a debatable question: whether these objects are a thing from the standpoint of the law of obligation.

Let us consider the computer game character through the prism of the object of the civil law as a "thing." Since computer characters cannot be detected in a materialized form, it seems reasonable to turn to the classification of items as "material" and "immaterial", which was first proclaimed in the Roman law. The Guy's Institutes say that immaterial items – are those things that cannot be tangible; (inheritance rights, the right of usufruct, law of obligation) [2, p.34]. Currently, there is no unity in the definition and composition of immaterial property (incorporeal things). According to Y. Gambarov, immaterial things include, first of all, "scientific, artistic, industrial and other spiritual products of our activities" [3, p. 589]. Y. Tuktarov believes that "the immaterial property – is all the objects that have no corporeal being, but protected by the subjective law (tradable rights, intangible economic benefits, including works, inventions, means of identification, information and so forth." [4, p. 122].