

'interesting' (29), древний 'ancient' (28), традиционный 'traditional' (24), некачественный 'low-quality' (16), шумный 'noisy' (13), непонятный 'incomprehensible' (11), красивый 'beautiful' (10), массовый 'mass' (9).

At the second stage in order to restore the structural parameters of the image of China we created a set of nine cognitive layers.

At the third stage, on the basis of the semantic classification of the associates and their ranking in accordance with quantitative data, we modelled the following cognitive structure of the image of China:

- 1) China is cheap low-quality goods (103 assoc.);
- 2) China is a country we cannot understand (100 assoc.);
- 3) China is an Eastern, Asian culture (84 assoc.);
- 4) China is a developing economy (69 assoc.);
- 5) China is a country with an ancient culture (62 assoc.);
- 6) China is a country of interest (58 assoc.);
- 7) China is a hieroglyphic language with a large number of speakers (42 assoc.);
- 8) China is a positive estimation (39 assoc.);
- 9) China is a foreign country to us (24 assoc.);

The analysis enables us to make the following **conclusions**: the leading directions of the building of the image of China from the perspective of the Russian-speaking consciousness are: a) the identification of the country through cheap products which are often of low-quality; b) the controversial estimation of China: on the one hand we consider China incomprehensible, on the other hand it is a promising and innovative economy; c) China is seen as a diverse and rich culture, where traditions are honoured. Thus, the image of China in the mind of the Russian-speaking youth is rather contradictory. It is a complicated and sometimes incomprehensible country, which is simultaneously exciting, beautiful and prospective.

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## **PEER ASSESSMENT TO DEVELOP WRITING SKILLS VIA MOODLE**

### **Метод взаимного оценивания в развитии письменной речи**

At present due to internalization of Russian education students and post graduates have great opportunities to be involved in educational projects, scientific

collaboration, international conferences, etc. To undertake, for example, internship abroad or participate in international projects students should be able to master both oral and written communication skills in English. Thus, the role of writing in educational process becomes obvious. The aim of the research study is as follows:

- to implement peer assessment into the teaching and learning activities based on LMS Moodle;
- describe the potential peer assessment from point of written communication teaching;
- analyze the tool “Lesson” of LMS Moodle appropriate for the assessment process.

It should be noted that peer assessment is very popular among such foreign researchers as Falchikov & Goldfinch (2000), Lu & Zhang (2012), K. J. Topping, E. F. Smith, I. Swanson & A. Elliot (2010), Wu, Davison & Sheehan (2012), Zhang & Blakey (2012) and others. So, according to Paul Chin peer assessment is the process whereby students provide formative or summative feedback to fellow students about their work [1].

The main criteria for successful and effective assessment of works by students is clear and understandable assessment of rules and criteria developed by teachers. Peer assessment is organized via the tool “Lesson” in the LMS Moodle, which is an abbreviation of “Modular Object-Oriented Dynamic Learning Environment. The tool “Lesson” has a very complicated structure to conduct mutual review of students’ written works [2].

Within our research study we conducted the experiment where 20 postgraduates were involved in the educational process in order to write their own essays and review their fellow students’ ones. Students loaded their written works, and after an automatic distribution of the written works they had to review them according to the presented criteria, wrote comments and gave appropriate points (marks). The criteria concern content (how fully all aspects were considered), organization of the text (how correctly the text was divided into paragraphs and its logical connections were used), vocabulary usage (how great variety of vocabulary was used) and grammatical structures (how correctly grammatical structures were used). Moreover, much attention students should pay to their comments about an essay, following the teacher’s instruction. The role of teachers is changed, and they become a facilitator, a helper, a monitor and a coordinator, not a mentor in a teaching process. So, a teacher don’t check students’ work but organize and control the teaching and learning activities. Within our experiment, not the teacher, but our system of the tool “Lesson” summed up the points of essays and peer reviews.

Finally, a survey was conducted among the students to get a feedback concerning the efficiency of the peer assessment in writing. It was found out that

most students consider this method as effective and engaging one, which helps students improve their writing skills, skills in critical thinking, analysis and reflection, promotes independent and self-directed learning. Thus, we have got good results justifying good potential of peer assessment in teaching writing, and effectiveness of the tool “Lesson” of LMS Moodle to organize peer assessment process.

### Reference

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## **FEATURES OF THE DEVELOPMENT OF THE MODERN LINGUOCULTURAL ENVIRONMENT**

### **Особенности развития современной лингвокультурной среды**

The purpose of the study is to consider development of the linguocultural concept in the linguo-cultural situation.

The recent rapid pace of globalization and significant changes in different connections that exist between nations and people has again emphasized the importance of learning English. The increasingly worldwide use of English raises a number of linguistic, cultural and pedagogical issues that can be linked with peoples' understanding of the English language itself.

Linguoculturology is a new branch of science, which deals with manifestations of culture of different nations, which became fixed and are reflected in the language.