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и на то, что вторая часть «кому делать» формулируется с помощью инфинитивов: утвердить, назначить, создать, организовать и т. д. Последняя часть «когда делать» может выноситься отдельным предложением: Срок исполнения – 22.02.2020.

Для формирования навыков построения текстов распорядительных документов студентам предлагается отредактировать фрагменты основной части приказов, например:

1. Для проведения служебного расследования до 10.02.2020 создать рабочую группу заместителю генерального директора П. А. Иванову.

2. Установить рабочей группе причины и виновных в утрате документов.

3. Штатное расписание университета привести в соответствие с требованиями высшей школы.

Таким образом, разнообразная организация работы по изучению особенностей конструирования текстов официальной документации содействует формированию навыков деловых отношений, дает представление о речи как инструменте эффективного общения, приобщает к нормам литературного языка.

TO THE ISSUE OF ENHANCING THE EFFECTIVENESS OF THE ESP TEACHING VIA SUCCESSFUL SIMULATION

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The main task of teaching students in a non-linguistic university at present stage is to form their communicative, linguistic, sociocultural and professional competence. For many years ESP teaching has been focused on reading special texts on business or law, their understanding and translation with the help of a dictionary. Now we have a demand in a society to shift the emphasis to the development of communicational skills on professional topics. Besides, sociocultural communication should not be ignored. To implement this approach effectively, it is necessary to use active teaching methods that involve changing the nature of traditional occupations. The use of role-play, design, problematic, social and information technologies will contribute to the formation of foreign language skills.

One of the methods of communicative activity, which can be used to teach a foreign language to students of non-linguistic universities, is simulation. Simulation is a decision-making activity in a specific situation where participants, acting on their own or speaking in various social situations, discuss a problem or a series of interrelated problems in certain given conditions. Students simulate a real life situation in a classroom environment.

In the process of simulation, students gain the advantage of receiving the following opportunities:

- they associate themselves with native speakers who communicate with other native speakers;
- they focus on conveying the meaning of the statement, and they act and speak so not only because of the language practice (what really matters in such process is what they say, not how they say it);
- they can use spoken language;
- they learn how to behave properly when relating themselves to a particular social group;
- they actively interact within the group to achieve mutual understanding;
- they take risks and negotiate to achieve the goal;
- they apply their linguistic knowledge and skills in relevant situations;
- they gain experience in monitoring and managing the situation;
- they build awareness that a foreign language is the driving force of communication.

Simulation provides a more relaxed atmosphere for the audience that leads to free communication between students, as they do not have to speak directly in front of the audience. In such situations students receive the possibility to develop communicative competence and they can concentrate on solving immediate problems in “real time”.

The teacher’s goal in this situation is to teach students to develop their communication skills and improve their ability to freely express thoughts. All these skills should be applied by students during the simulation, where they are involved in real-life situations. Thus, students have to use most aspects of the language (various structures, functions, vocabulary, and communication skills).

In preparing for the simulation, the teacher must consider the following factors that directly affect the success or failure of the planned activity:

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- the teacher must determine the purpose of the simulation and how it will affect the communicative and linguistic development of the students;

- correct determination of the timing of the simulation is vital;
- the choice of the right type of activity is based on a correct assessment of the students' readiness for this type of activity (some types of activity are great for one group and give wonderful results, but are not suitable for another).

Simulation is significantly different from role-playing, as it is a rather complex type of activity, requiring a large amount of preparatory material. Certain stages must also be observed during the simulation. Three stages are usually distinguished:

1. All participants are provided with the necessary information and materials;
2. Everyone works in a group to solve a particular problem;
3. Together, they carry out the final part, where all the main points of activity are discussed, conclusions are drawn and students' performance is assessed.

To produce a decision in a simulation is considered to be rather difficult. Some students generally complain that it is the most difficult task to perform. For some students it is rather difficult to speak without mistakes. Among such mistakes we can see mistakes in grammar usage, word order or choice of words. So, to diminish such problems it is necessary to carry out a very thorough preparatory work and to develop all these skills during the lessons prior to the lesson devoted to the simulation. And all this performance needs a great devotion and hard work from the teacher or instructor.

While working with students in the preparatory process, it is possible to instruct them to identify and carry out the following actions:

- to understand the situation,
- to diagnose problem areas,
- to generate alternative solutions,
- to predict outcomes,
- to evaluate alternatives,
- to round out the analysis,
- to communicate the results.

It is highly recommended for students to follow the suggested order of actions that will help them to cope well with any problematic situation.

A lot of factors affect the success of the simulation and it is difficult to derive a formula for a good simulation. But we can say that a successful simulation depends on the extent to which students are involved in it and how successfully they use their language and communication skills to express their thoughts and interests. Thus, successful simulation is really enhancing the effectiveness of the ESP teaching.

ФОРМИРОВАНИЕ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ ДЕЛОВОГО ОБЩЕНИЯ НА ИНОСТРАННОМ ЯЗЫКЕ В НЕЯЗЫКОВОМ ВУЗЕ

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Коммуникативная компетенция языковой личности обозначает уровень ее обученности взаимодействию с окружающими, позволяющий ей успешно жить и работать в данном обществе. Это одно из главных понятий коммуникативной лингвистики – науки на стыке лингвистики и методики обучения иностранным языкам. Коммуникативный подход в преподавании иностранного языка призван формировать навыки и совершенствовать умения межличностного общения на уровне интеракции, в том числе и в сфере делового общения.

Среди студентов нелингвистического профиля одной из основных проблем, вызывающих наибольшие трудности при формировании их коммуникативной компетенции, является установление и развитие деловых контактов при международном партнерстве. В качестве примера таких сложных для студентов ситуаций можно назвать очное знакомство с иностранными клиентами или коллегами, публичное выступление с подготовленной презентацией, ведение деловой корреспонденции и телефонных разговоров, участие в совместных обсуждениях и переговорах.

Знание специализированной лексики и умелое владение ею в речи с соблюдением синтаксических норм построения фраз, несомненно, влияют на успех и дальнейшее процветание бизнеса, но именно умение наладить кооперативные межличностные