

коммуникативной компетенции на материале языка специальности будет эффективным, если преподаватель умеет структурировать предъявляемый учебный материал. Поэтому преподавателю необходимо иметь представление о типологии знаний, а также разных способах их представления (репрезентации) и схематизации как на концептуальном, так и языковом уровнях. Речь идет о различных **форматах знания**: образные схемы, пропозиции, сети, когнитивные модели, фреймы, сценарии, матрицы, скрипты и другие, которые хранятся в памяти человека. Так, например, Ф. Джонсон-Лэрд выделяет такие ментальные репрезентации, как образы (*images*), пропозиции (*propositions*), ментальные модели (*mental models*), фреймы (*frames*), пространственные модели (*spatial models*), кинематические модели (*kinematic models*) и др. Данные структуры, способные по-разному отражать познаваемую ситуацию, представляют собой некое обусловленное культурным опытом обобщение, схематизацию ситуаций, дающую ключ к их пониманию, что является одним из необходимых условий в обучении языку специальности. Наиболее эффективными форматами подачи профессионального знания являются, с нашей точки зрения, **фреймовые технологии**, поскольку они позволяют оперировать большими информативными блоками. Мы разделяем точку зрения А. А. Леонтьева, где ученый рассматривает предметное значение как образующее звено **фреймового представления знаний** [7, с. 274].

Фреймы как определенным образом структурированные лексические системы и подсистемы, позволяют представить конкретную схематизацию профессионального опыта в виде совокупности иерархически расположенных элементов. Такая схематизация языкового материала будет, несомненно, способствовать его прочному запоминанию и усвоению.

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LEARNING AND PEER ASSESSMENT IN ENGLISH FOR INTERNATIONAL RELATIONS

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This paper sums up some results of two decades experience of designing teaching programmes and syllabi as well as developing the appropriate models of learning and assessment for the course of English covering nine academic terms and comprising about 1500 contact hours.

The particular focus of this article is a special kind of collaborative learning — peer learning — which can be defined as learning from one's peers the specialist knowledge and professionally oriented skills during the classroom interaction as distinct from peer teaching, which is a pedagogical role play planned and monitored by the teacher.

The need and the opportunity for such approach arose at the inception of the new speciality in 1992 when it was introduced on the basis of history speciality, with the first students studying for the history major in their second and third years year. Indeed, the situation was unprecedented, because for the new speciality required a curriculum which would integrate several specialist areas and envisage teaching two foreign language (the main and the auxiliary) at the levels never achieved before outside linguistic universities and faculties.

This particularly concerned the ESP teaching as the English teachers' professional training had not really prepared them in those days for teaching ESP at the more advanced levels to meet international standards.

The existing institutions and the newly created ones in the neighbouring countries could offer only general guidelines because their experience, their curricula and the teaching staff training opportunities differed greatly from those required in Belarus.

So the team of teachers who developed the first syllabi per force had to be innovative. Though the term CLIL was not adopted till 1994, the approach had been practised at the department of English for International Relations from the very beginning, but in the form specially geared towards the students' needs as they were reflected in the educational standards. It should be borne in mind that CLIL developed as an integrated, complementary way of teaching at the secondary level to enable the pupils to continue their education in an «additional» language of instruction [1]. Unlike the «classical» CLIL approach which means teaching a subject in a foreign language (increasingly English) as a medium of instruction, the departments' approach was aimed at teaching English not only for learning a subject but for using both (and the learning skills themselves) in the students' future professional activities, about which the teachers of English knew only in general. And it was that situation which called for the students' active participation in the learning process, where they could bring expertise and the professional subjects conceptual framework acquired in other classes, while the teachers of English brought their own specialist training and could plan the lessons and develop teaching materials so as to provide the appropriate amount and quality of language input and give the necessary feedback on linguistic issues. The position of equal partners of communication and learning, who can to a certain extent determine the linguistic input and broach into new communicative spheres, gave a strong motivation boost to the learning activities, driven also by the young people's natural wish to prove themselves, to demonstrate the understanding and expertise they can share with other people (not least the teacher of English).

This effective practice has had several implications:

1. For the syllabus design — It was found expedient to allot increasingly more time to teaching ESP in depth. Hence separating the programme into strands: General English and ESP, with some skills modules added, such as extensive (home) reading, intensive (analytical) reading, so that teachers could specialise in either to make teaching more intensive. The strands are organized along different principles: the traditional concentric one for General English which makes it possible to use authentic courses (such as Upstream, Headway, Language Leader) and the modular principle for the ESP materials (manuals and supplements produced at the department).

2. For the lesson planning — The activities in the ESP classes should be designed so that they can be monitored jointly by the students (the content and special terminology validity) and the teacher (general language and sociocultural skills validity)

3. For materials design — Increasingly, the students should bring authentic up-to-date materials to supplement the basic manuals produced by the department. Besides being a proven motivating factor it helps to enrich the linguistic input.

4. For peer assessment — The materials, the activities and the actual performance get expert assessment, but the teacher ought to monitor the discussion by offering definite guidelines for evaluating various tasks and activities. The importance of peer assessment increases with the students specialising in their fields.

So it can be seen from the above-mentioned that adopting learning from one's peers and learning from their criticism allowed the teachers of English not to try to substitute genuine experts in special fields but to effectively prepare students for various professional activities where English is a means of international communication and interaction.

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