нальной, хотя и требует значительной организационной перестройки и рационального планирования. Учитывая, что в рамках одной группы объединяются студенты разных специальностей (государственное управление и право, государственное управление и экономика, менеджмент) модульная организация курса обучения в магистратуре представляется особенно целесообразной, так как позволяет сконцентрироваться на формировании одного из важнейших компонентов профессиональной компетентности – готовности и способности к научно-исследовательской деятельности.

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РАЗВИТИЕ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ ПРИ ОБУЧЕНИИ ПРОФЕССИОНАЛЬНО ОРИЕНТИРОВАННОМУ АНГЛИЙСКОМУ ЯЗЫКУ

Е. О. Машкарева

*Белорусский Государственный Экономический Университет,
пр. Партизанский 26, 220070, Минск, Беларусь, kpoar@bseu.by*

Развитие речевой компетенции считается одной из основных целей преподавания английского языка. В статье коммуникативная компетенция противопоставляется лингвистической, и обсуждается актуальность использования коммуникативных заданий в формировании профессиональной иноязычной коммуникативной компетенции. Различные аспекты английского языка должны учитываться преподавателями для развития умения участвовать в речевом общении. В статье представлен опыт использования коммуникативных заданий на уроках профессионально ориентированной английской речи в Белорусском государственном экономическом университете.

Ключевые слова: коммуникативная компетенция, коммуникативный подход; профессионально ориентированное обучение; свободное владение языком; определение приоритетности; ситуационное моделирование; дискуссии.

THE DEVELOPMENT OF COMMUNICATIVE COMPETENCE IN ESP CLASSES

E. O. Mashkaryova

Belarussian State Economic University,
26, Partizanski Av, 220070, Minsk, Belarus, kpoar@bseu.by

The development of speaking competence is seen as one of the main aims of English Language Teaching. Communicative competence. Itis contrasted to linguistic competence and a range of frameworks and tasks are discussed in the article. The relevance of such tasks to students' professional activities is also examined. The different aspects of the English language should be taken into consideration by teachers in order to succeed in achievement of this aim. The article introduces the experience of using communicative activities in ESP lessons at Belarusian State Economic University.

Keywords: Communicative competence; Communicative Language Teaching (CLT); English language teaching (ELT); English for Specific Purposes (ESP); fluency; ranking exercises; simulations; discussions.

It is clear that successful interaction requires knowledge of vocabulary, grammatical structures, and pronunciation as well as the ability for listening comprehension. For a long time, the main aspects of teaching a foreign language assumed teaching grammar and developing the skill of reading and translating texts. However, nowadays the importance of spoken language is undoubted, and the Communicative Language Teaching approach has become the prevailing method in English language teaching. This method can widely be used in English for specific purposes lessons.

Modern theories stress the undoubted importance of the spoken language. Furthermore, the Communicative Language Teaching (CLT) approach, which sees teaching students to communicate in a target language as the main objective of English language teaching (ELT), has become the predominant one in ELT.

Two guiding principles of CLT are discussed in the literature: the first is that language should be seen as a vehicle for the expression of functional meaning. The second principle is that language learning will take place if students have received enough exposure to the language and opportunities to use it during communicative activities [1].

It is now widely recognized that being able to communicate requires not only linguistic knowledge but also communicative competence. It is thought that this competence, in its turn, can be gained if learners acquire language through communication. The same idea has been expressed by Richards and Rogers who state that the goal of language teaching is to develop communicative competence, which include linguistic knowledge and language skills that speakers need to acquire in order to communicate successfully in a speech community [2]. Learning in CLT is described by a set of principles which state that it is promoted if its activities involve real communication, if language is meaningful for learners and used to carry out purposeful tasks [2].

Speaking in class can be provided in two ways: speaking for practicing language (accuracy) and speaking for developing fluency (without hesitation). There is a discussion about which aspect of these speaking skills is more important. It should be agreed that although both of them are essential which one prevails can depend on

the aim of teaching and level of students. For example, while teaching low-level students the emphasis should be put on reaching accuracy while a higher level of fluency can be expected from students of a more advanced level.

Developing fluency is a long-lasting process and it can take place at any stage of language teaching, especially it applies to English for specific purposes (ESP) or professionally oriented lessons. The purpose of ESP lessons and consequently speaking activities used in the classroom is to prepare students for the world of work in order to perform functions related to their jobs. This can be done through certain key tasks which allow students to practice their speaking and promote their fluency. A range of activities to achieve this aim are used in the lessons of professionally-oriented English language at Belarus State Economic University. Amongst them are: dialogues, ranking activities, role plays, simulations, and discussions.

The choice of speaking tasks which the teacher gives to students will depend mostly on the size and level of the group. At the same time, these tasks should be motivating, naturally interesting, and culturally appropriate. Moreover, it is believed that the learning of English will be more efficient if activities concerning students' daily lives and their roles in society are used.

First of all, it is important to note the place of dialogues in developing speaking skills. Interestingly they can be used at each stage of the teaching process.

For example, the recordings of conversations (and audio scripts) can be a very effective way of illustrating the meaning of a particular language item. Also, it is believed that a dialogue is a good way for practicing new language. It has been noticed that using dialogues moves the focus from the teacher, allows more learner autonomy and, therefore, makes the lesson more student-centered [3]. An example of this type of exercise used in ESP classes is job interviews, taking telephone requests, and room or restaurant bookings.

Ranking exercises (for example, ranking hotel facilities), when the learners have to put items in the order of their importance or preference, also tend to be very popular among students. First, they are asked to work on their own and write down their solutions; then their lists are compared in groups of increasing size. The value of ranking is that there are no 'correct' answers and students have to explain their choices, and this promotes speaking.

The development of oral fluency is also possible through the organization of simulations and role- plays. The use of dramatizations helps teachers to increase students' interest and motivation, and also improves students' ability to work with each other. Just as importantly, students develop empathy for others. In simulations, students act as though they are in a real life situation and speak as themselves.

Mean while, in role plays learners act out certain roles and perform a conversation taking into account their characters' viewpoint. Despite both activities being unscripted, students still need plenty of time to prepare their ideas, their language, and for rehearsal. Finally, the teacher should ensure that students understand what is required of them in terms of the following: the task, the procedure, the context, and finally the reason for communicating. Through these activities the students majoring in hospitality and tourism can learn how to man a hotel reception desk, deal with complaints, persuade a client to buy a package tour, offer help and advice, sell a conference venue to a client, etc.

It is thought that another good way to develop fluency in speaking English is 'by thinking out some problem or situation together through verbal interchange of ideas' i.e. through participating in discussions [4; p. 2]. Moreover, it is believed that such activities enable students to learn how to work as a group trying to help each other. There are many techniques for stimulating a discussion and encouraging students to provide their own views. For instance, students can defend contentious statements or prioritize non-controversial statements.

According to Ur [4], interesting topics, small group work, and role-play can facilitate full participation and contribute to increasing the students' motivation. It has been noted that the main reason for failing to run a discussion are that students are 'expected to discuss complicated issues without much prior preparation or thought' [5; p. 16]. Therefore, it is suggested that one way of starting a discussion is by giving students some input in the form of a recording, pictures, statements, texts.

In most cases learners should have enough time to examine the implications of their arguments and prepare their speeches. There are various formats of discussion and 'planning a holiday' is thought to be one of the most popular. Here the learners are asked to discuss and choose one travel destination which they would like to visit as a group. Also, during their Hospitality classes students are asked to compare the hotels, discuss how to refurbish a hotel, recommend a restaurant, etc.

Surveys and presentations are similar to discussions because they are useful for developing speaking skills. However, such activities require time for learners to gather and organize their information, and then to report it to the rest of the class. It is believed that training in giving presentations is more appropriate for more advanced classes and especially for students who study Business English [6]. BSEU students majoring in Tourism and Hospitality are asked to prepare a presentation on a famous tourist destination, on Health and Safety at work or give a guide talk about a famous sight, etc.

In conclusion, developing communicative skills is known to be the main goal of English language teaching at the current time. This can specifically be realized in ESP lessons. There are different frameworks for classifying exercises, but it is necessary to remember that all of them are supposed to organize and practice meaningful communication in class. The main characteristic of communicative activities used in ESP classes is that they engage the sharing and negotiation of information and interaction as well as develop the skills necessary for performing work-related tasks.

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