

В нашем случае вполне вероятно, что кто-нибудь владеет некой информацией, но для глубоких познаний нужны дополнительные ресурсы. Можно раздать слова, задача студентов – разобраться в семантике слов.

*Реконструкция* – после деконструкции нужно хаос превратить в проект решения проблемы. Проходит обсуждение и выдвижение гипотезы, которая представляется в творческих проектах. Учащиеся начинают искать слова, группируют их, самостоятельно придумывают способы представления материала (презентация, рисунок и т. д.).

На этапе *социализации* учащиеся сопоставляют свой материал с результатами работы других групп, делают выводы, обнаруживают закономерности. На этом этапе даётся одно задание для всей группы. Здесь важно умение говорить, доносить информацию, аргументировать.

*Афширование* – презентация результатов работы, выраженных в схемах, проектах, рисунках. Студенты могут советоваться при выполнении презентации проекта. Если собрано несколько слов, можно составить проект по ознакомлению с новой лексикой. Также можно провести опрос (Знали ли Вы о семантике данного слова? Знаете ли Вы историю слова?).

*Разрыв* – кульминация процесса творчества. Учащиеся шире смотрят на свои знания и понимают, что все разгадки впереди, у них пробуждается интерес к дальнейшему познанию. Результат данного этапа – озарение.

*Рефлексия* – обобщение полученных выводов. Результатом данной работы должен быть огромный интерес в изучении иностранных языков, в том числе и лингвосомиотики. Ведь, когда ты понимаешь, как образуются формы слов, по аналогии ты можешь разобраться в новой лексике.

Таким образом, технология французских мастерских - это нестандартная форма организации занятий, инновационная технология обучения, обеспечивающая целесообразное сочетание технологичности действий преподавателя и свободы творчества, предоставляемой студенту.

УДК 311 111: 378.1470913

### **Blogging. Give it a shot!**

Храмцова М. В.

Белорусский национальный технический университет

Nowadays a lot of English teachers who look for novelty are starting to employ blogging out of class. Blogging does not require many computing competences. Why blog? What should you blog for? Here is a rationale for enjoying weblogs with your student groups. Blogging is a great chance:

- to provide a real audience for student communication. When the only person who reads student messages is a teacher the focus is

- to guide students to online resources appropriate for their level. Your tutor blog can be used as a portal for them.

- to build up a team spirit or the sense of community in student group.

- to encourage participation in a variety of projects, especially for timid students, those who are inhibited in class.

- to stir any kinds of disputes. A blog can be an ideal space for pre-class or post-class discussion.

- to encourage a process-writing approach. Because students writing for publication, try to be precise with grammar and vocabulary.

- to create a digital portfolio providing storage for students' creative works, photos and other findings and accomplishments.

To crown it all, blogging represents an inspiring opportunity to create a place of communication with more fun and less stress. So what a blog is. A blog looks like an online journal. We can identify three types of blogs for language classes, namely, Tutor Blog, Group Blog and Student Blog.

The Tutor Blog is run by the teacher of a student group. The teacher can write about a disputable ethical issue, post a video or an article sharing ideas about different social or business dilemmas.

The Student Group Blog is a shared space and a grounds for discussion apart from the classroom. In this blog they enjoy more freedom and involvement than with the first one.

The Student Blog is the third type of blog and it takes more time and effort from the teacher to set up and moderate, but is probably the most rewarding. It involves giving each student an individual blog.

Next comes the point where to start. There are plenty of sites to set up a blog for free, but the most reliable and simple blogging tools to use with students is Blogger. (<http://blogger.com>). It takes no more than fifteen minutes to set up an account and publish the first post using this valuable tool. I made my first trial with the popular cartoon «The present» with a very heartwarming message and got 14 comments from students of pre intermediate level. If a teacher sets up the Group blog the students should be invited to join in by e-mail. Student blog accounts can either be set up in advance by the teacher, or in a computer classroom with a whole student group. With the first one the teacher gets more control of student accounts, but the second is more beneficial for students in terms of more choice (of username, design of the blog, etc) and a greater sense of 'ownership' of their new virtual communication space.

But here arises the most significant point of all how to keep them involved and really interested. There are no conventional recipes, it depends on the personality, intelligence and scope of the teacher. But some tips which can guide any teacher on this rocky road. They are as follows:

- try not to delay responding to student posts, do it promptly. Probe with

questions to create stimulus for writing . The commenting nature of the blog comes very handy.

- sacrifice some of your time daily on search for novelties which sound exciting for Generation Z and they will read them willingly. You can also use social sites such as Face book or Twitter for the purpose.

- encourage your students to post their homework on the blog instead of only handing it in to the teacher.

Anyway never forget that blogs reach their target on condition that students develop a habit of using them for interaction. Otherwise neglected and abandoned weblogs have all the chances to become a reminder of the experiment failure. Be cool, face the challenge and welcome to free blog hosts which include Live Journal, MySpace, Blogger, and Facebook.

УДК 311 111:378.1470913

### **Direct and indirect approaches to business correspondence**

Храмцова М.В

Белорусский национальный технический университет

One of the tasks set before any business English teacher is to help students master writing letters, memos, e-mails and so on.

There is one point of great significance whether you write letters, memos or e-mails. You need to know for sure, if your message is to be well-received or it is one that may cause resistance or «ill-will» of some kind. Thus you should consider with the student group what is called a direct and an indirect approach to business correspondence such as letters, memos, and e-mails, especially ones that convey bad news.

*The direct approach* implies no resistance or negative response, when you simply confirm an employment contract or agree to the deadlines of a project. It usually does not involve any problems as your audience is neutral or positive about the content of the message. With the direct approach, the main idea comes to the «top» of the document. This is a deductive argument. The «up-front» arrangement is very convenient, it saves time and makes the rest of the report easier to follow or sometimes scan. This type of message is easy to compose. It usually includes a kind of a brief introduction which represents a straightforward statement of the main point of the message, accompanied by some necessary details, say payment or shipping time, cost and etc. If it is a formal report, the direct approach requires a summary of your key findings, conclusions, and recommendations.

The direct approach also produces a stronger effect on the respondent. You sound confident when you state your conclusions clearly at the top.