

Статистика процесса освоения дисциплины на данной цифровой платформе позволяет собирать и анализировать множество информации, среди которой: журнал всех событий с участием преподавателей и студентов в различных разрезах, в том числе в реальном времени; ход выполнения каждым студентом каждого контрольного задания (дата и время начала и завершения, общее затраченное время); отметки о процессе завершения изучения каждого элемента курса (темы, контрольного задания); сколько человек и кто конкретно завершил освоение курса; сводные ведомости о полученных оценках всеми студентами – промежуточная аттестация; актуальная выполненная нагрузка преподавателя в часах согласно числу проверенных контрольных заданий с учетом установленной нормы времени на 1 контрольное задание и др.

**Заключение.** Данная платформа используется в БГЭУ уже 4-й год. Результаты экзаменов подтвердили достаточную результативность полностью самостоятельного обучения. Так, по дисциплине КИТ-1 средняя оценка на экзамене составила для ДистФО 6,06 балла против 5,90 балла у студентов заочной сокращенной формы обучения на база высшего образования и 4,7 балла у студентов полного срока заочного обучения по одной и той же специальности. То есть, можно сказать, что средняя успеваемость студентов ДистФО не только соизмерима с успеваемостью студентов других форм заочного обучения, но и превосходит ее. Это свидетельствует о достаточно качественном развитии у студентов ДистФО как предметных академических компетенций, так и важнейших компетенций самостоятельного обучения, которые обеспечат желаемый в настоящее время переход от образования на всю жизнь к образованию через всю жизнь.

Возможности описанной цифровой платформы реализации ДистФО позволяют вести актуальный анализ процесса освоения учебной дисциплины, а значит и выявлять точки необходимого совершенствования этого процесса. Поэтому преподавателю рекомендуется: 1) после изучения наиболее повторяющихся ошибок в предоставленных студентами контрольных заданий изменить акценты в учебно-методических материалах, обратив внимание на наиболее сложные вопросы; 2) всегда давать комментарии студенту об обнаруженных ошибках и путях их устранения.

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УДК 811.111

#### EDUCATIONAL TECHNIQUES FOR TEACHING AND LEARNING BUSINESS VOCABULARY

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*Abstract. The paper is devoted to educational techniques in teaching and learning business vocabulary. Vocabulary is vital for learners, especially for those who learn English for specific purposes or expect to operate at an advanced level in English. It is useful for both teachers and learners to become aware of the points that will be discussed in this paper.*

*Keywords: educational technique, intercultural professional communicative competence, business vocabulary.*

**Introduction.** Learning a foreign language is considered the most vital aim for a manager in the period of global cooperation [2, с. 30]. Intercultural professional communicative competence will enable a manager to be successful in his business, feel comfortable in a business society. Communication in a foreign language requires knowledge of vocabulary and practical grammar, knowledge of language norms and cultural aspects [4]. When we speak about intercultural professional communicative competence [1; 8], we should understand the importance of learning vocabulary: we can convey our thoughts without grammar with great difficulty, but we can convey nothing without words. It means that English teachers must pay special attention to vocabulary teaching. This approach is becoming apparent (evidence). The question rises “What educational techniques are the most effective in the process of teaching and learning vocabulary?”

**Educational techniques for teaching and learning vocabulary.** First of all the author would like to clear up the difference between two terms “word” and “vocabulary”. They are often used as synonyms. However, the difference of them exists. We often use the term “word” in the sphere of linguistics, at the theoretical level of understanding, when the term “vocabulary” – in the sphere of education, at the practical level of application. As English teachers we should not regard vocabulary as a number of words. It is more than a number of words. Vocabulary includes both words and groups of words, such as phrasal verbs, idioms, set phrases, variable phrases, which function as a single meaning unit. Knowing a word involves not only a form but a wide range of meanings: literal, figurative and multiple. We should also be aware that knowing a word means knowing its collocations that are normal to native speakers. Knowing phrasal verbs, idioms,

set phrases, variable phrases implies knowing the meaning and form: whether it is followed by a preposition or particle, or juncture patterns are used, etc.

Another aspect should be mentioned when speaking about vocabulary learning, it is a cumulative nature of vocabulary learning process. Students need to meet with words, phrasal verbs, idioms, set phrases, variable phrases as much as possible in order to understand their meaning and learn them. Therefore students cannot assimilate them in isolation; words, phrasal verbs, idioms, set phrases, variable phrases must be connected in a context. Since our department is involved in the process of intercultural professional communication competence formation, teaching business English language becomes a very significant aspect for both language education and business training. Business vocabulary is a group of specialized vocabulary, which has specific definitions. Its terms refer to business and economic activities. Business vocabulary is used by future managers in their studies on business administration, international management, marketing, accounting, etc. The aim of English teachers is to determine the challenges of teaching business vocabulary and to develop curricula of their subjects in order to meet the requirements of their students in business English vocabulary.

Speaking about efficient educational techniques for teaching and learning vocabulary in Universities, it is important to remember that students need to have both active and passive vocabulary knowledge. Passive vocabulary is vital for understanding another speaker. This is called receptive knowledge of English. Active vocabulary is significant for students in order to create their own sentences, express their own thoughts, ideas. This is called productive knowledge of English. English teachers must teach business English vocabulary so that the words are learned in a memorable way, in order to stick them in the long-term memory of students without special drills. When we speak about the formation of intercultural professional communicative competence, and improvement of business English vocabulary as a base of communicative competence, we must remember about interactive forms of teaching: work in pairs, team work, where students are striving to concentrate not on linguistic forms but on the matter of their expressions. The aim of their team work is to gain new information, convey known information, value information, discuss issues, make a decision, and create a project. Thus, a main unit in the process of vocabulary training, as a rule, is an audio, video or print text [5; 6; 7; 9]. The more English economic texts students read the richer vocabulary they have. Thorough scientific selection of texts is an obligatory condition for efficient vocabulary training. According to the experience in organizing training process in university, the author offers to select texts in view of the following criteria: authenticity, professional orientation, novelty, problem content.

Students should have a chance to demonstrate their business vocabulary through a presentation of business activities, business processes, products, charts, graphs. They can also go back over the last lecture on economics, reviewing the ideas, delivered by a professor, in English in the English classroom [3]. Students should use all chances to enrich their business English vocabulary and improve their intercultural professional communicative competence. Lectures, delivered by foreign professors, are one of them. It is desirable to attend lectures on intercultural management, business administration and on other topics in English wherever possible. Furthermore, English teachers should encourage their students to take part in students' conferences with reports in English.

**Conclusion.** Vocabulary is a fundamental and important component in the intercultural professional communicative competence. Efficient educational techniques for teaching and learning vocabulary must be aware both for teachers and students. The author would like to share her own experience in teaching business English vocabulary to operate at an advanced level in English. The aim of an English teacher is to determine the challenges of teaching business vocabulary and develop curricula of the subjects in order to meet the requirements of his students in business English vocabulary. The main unit in the process of vocabulary training is an audio, video or print text at this level of teaching English. The author offers to select texts in view of the following criteria: authenticity, professional orientation, novelty, problem content. Students should use all chances to enrich their business English vocabulary: demonstrate their business vocabulary through presentations, attend lectures in English and take part in students' conferences with reports in English.

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УДК 372.881.111.1

## THE APPETIZER IS JUST AN EXCUSE FOR AN EXTRA MEAL

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*Резюме – данная статья предлагает использование цитат в качестве речевой разминки для погружения в новую тему. Цитаты могут служить средством для освоения грамматических конструкций, а также в качестве триггера для групповой дискуссии, анализа и формирования собственного видения проблемы. Статья также приводит примеры и дает ссылки на сайты, рекомендованные для подбора такого рода материала.*

*Keywords: quotation, epigraph, warm ups, comprehension, involvement, brevity*

**Introduction.** Starting each new unit in textbook Business English teacher needs some material to cultivate students' interest in the topic understudy, a kind of appetizer, which increases their appetite for a meal. There are several arguments in favour of quotes as warm ups. Today students' interest in short and meaningful statements is obvious just have a look at their daily tweets, snaps, posts, shares in Facebook, VK or Twitter. Gen Zers tend to avoid long wording, and they prefer guessing game to notorious instructing. Secondly, they exhibit interest to paradoxical or explicit ideas. Carefully selected quotes can meet the need quite efficiently, solving some more tasks on the way.

**The main part.** The quote is a statement from any reputable literary source (a book or poem or a speech) or a phrase by an outstanding person, used by the way of authority, illustration or proof, on one condition - what is quoted must be worth quoting. That is why they can inspire, teach and encourage. Besides Business English teacher can employ quotes: to introduce new subject, to trigger group discussion, to engage not only fluent but also inhibited students into dispute, to encourage expressing personal opinions most effectively, to check comprehension, to distinguish between literal and metaphoric English, to teach grammar and topical vocabulary, to add excitement, spice and deep thoughts to your class routine, to teach perfect language and also to develop brevity of thought and speech.

Nevertheless, their stirring effect depends on careful selection, paradox element (O. Wild's quotations, for instance) or even humour at times. The teacher should have a good selection of quotes for each unit in textbook, classified according to their purpose, namely, triggers, quotes for grammar and vocabulary, inspirational ones or quotes intended to get students into the new topic. For example, look at the pairs of quotations contradicting each other (Unit 6 "Money" Market Leader Intermediate, 3d edition). They provide a good opportunity to involve students into a dispute by offering them to split into two groups and support one of the quotes with arguments and life examples.

"The love of money is the root of all evil." (Bible)

"Lack of money is the root of all evil." (George Bernard Shaw)

"Money can't buy you happiness but it does bring you a more pleasant form of misery." (Spike Milligan)

"Who is rich? He that is content. Who is that? Nobody." (Benjamin Franklin)

"When I was young I used to think that money was the most important thing in life. Now that I am old, I know it is." (Oscar Wilde)

"Money is a terrible master but an excellent servant." (P.T. Barnum)

The teacher can also ask them to disprove author's opinion, giving their reasons. For instance, "Behind every great fortune there is a crime.", criticize it, draw up their own conclusion and shape it as a quote as a result. Secondly, quotes represent a good opportunity to deepen comprehension. The teacher can give students a number of quotes, ask a question, and offer them to choose which quote to use to respond to it. Besides, students could categorize them according to opposite points of view. For example, they may group some quotes within "Marketing is vital for any business" category and some quotes within "Marketing is a waste of time and money" category when they start unit 7 (Market Leader Pre Intermediate, 3d edition). The quotes may be as follows:

"Marketing is what you do when your product is no good." (Edwin Land)

"The aim of marketing is to know and understand the customer so well the product or service fits him and sells itself." (Peter Drucker)

"The only people who care about advertising are the people who work in advertising" (George Parker),

"Give them quality. That's the best kind of advertising." (Milton Hershey)

"Advertising is legalized lying." (H. G. Wells)

"Trying to do business without advertising is like winking at a pretty girl through a pair of green goggles. You may know what you are doing, but no one else does." (Cyrus McCormic)

"Advertising - a judicious mixture of flattery and threats." (Northrop Frye)