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## 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)

Thirdly, in classroom routine of Business English quotes and epigraphs provide an escape into meaningful language, create excitement when students learn to read between lines, easily catch implications and distinguish between literal and figurative language. Students readily respond to intellectual challenge presented by a brainy quote and take part in interpreting it. For example, in topic Entertainment (Market Leader Pre Intermediate, 3d edition, Unit 6) students can interpret the following quotes: “If television's a babysitter, the Internet is a drunk librarian who won't shut up.”(Dorothy Gambrell), “There is free cheese only in the mouse trap.”, “Entertainment for entertainment's sake is the most expensive form of death...” (Pearl Mary Teresa Craigie). Quotes may be used for teaching grammar. Short sentences that can help illustrate grammar tenses, word order, degrees of comparison etc. For example, “Sixteen. Sees and laughs. Sleeps and eats. Aches and cries. Babbles, thinks, loves and hates, stretches, lives and hopefully waits.” (Carolyn Cahalan, 2011). Do not forget to ask their opinions on the rightness of this description. There are a few sites, which can come handy in search for the right quote: Brainy Quote (<https://www.brainyquote.com/>) and Pinterest (<https://www.pinterest.com/>) present a large variety of popular quotes, which one can find by keyword and author. Wikiquote ([https://en.wikiquote.org/wiki/Main\\_Page](https://en.wikiquote.org/wiki/Main_Page)) provides a quote of the day. Quotacle(<https://www.producthunt.com/posts/quotacle>) enables students to search thousands of lines from their favourite films and plenty of others.

**Conclusion.** Have you ever asked your students to add an epigraph or quotes to their essay or power point presentation? Whatever it takes to involve students into learning it should be done. According to the data collected by Adobe Education in 2017, Gen Z students learn best by developing new visions, ideas, approaches. Which is crucial, as creativity will play a big role in Gen Zers' future success and solving today's challenges.

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#### **К ВОПРОСУ О РАЗВИТИИ КОМПЕТЕНЦИИ РЕФЛЕКСИИ И САМОРЕФЛЕКСИИ СРЕДСТВАМИ ЭЛЕКТРОННОГО ПОРТФОЛИО**

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*Resume – competency-based learning should obviously include non-cognitive competences as they are a part of successful personal and professional growth. Possible achievements in the development of reflection and self-reflection are analysed in the article, and some ways, how to use e-portfolio to develop these competences, are offered.*

*Ключевые слова: электронное портфолио, рефлексия, саморефлексия, некогнитивные компетенции, компетентностный подход*

**Введение.** Основной задачей учреждения высшего образования является подготовка специалиста, который сможет успешно реализоваться в обществе, причем данная задача не меняется ни с эволюцией общественных отношений, ни с развитием экономики. Одной из поставленных в «Концептуальных подходах к развитию системы образования Республики Беларусь до 2020 года и на перспективу до 2030 года» задач для сферы высшего образования является развитие социально-личностных компетенций, нацеленных на профессиональное самосовершенствование [2]. Образовательная среда современного учреждения высшего образования подвержена цифровизации, и исследователи считают, что благодаря современным технологиям возможно «более успешное протекание самоорганизационных процессов» [1], то есть тех, где все участники процесса обучения несут равную ответственность и обладают равными правами. Учреждения высшего образования используют достижения информационных технологий для улучшения качества преподавания и, соответственно, развития необходимых компетенций.