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АКТУАЛЬНЫЕ ПРОБЛЕМЫ МОДЕРНИЗАЦИИ УПРАВЛЕНИЯ И ЭКОНОМИКИ: РОССИЙСКИЙ И ЗАРУБЕЖНЫЙ ОПЫТ

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CLASSROOM LANGUAGE AS A LEARNING TOOL IN FOREIGN LANGUAGES FOR SPECIAL PURPOSES CLASSES

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Аннотация. Исследуется вопрос использования языка классного обихода в обучении профессиональному английскому языку. Дается определение данного языка, обосновывают важность и значимость использования лексики классного обихода в обучении, подробно описываются его функции, приводятся мнение зарубежных методистов по данному вопросу. Также предлагается ряд типичных ситуаций на уроке, где применение выражений классного обихода помогает наладить межличностное общение, организовать учебный процесс, подготовить студентов, изучающих иностранный язык для специальных целей.

Summary. The article provides an overview of classroom language learning and teaching issue in an ESP classroom. It gives the definition of classroom language as an educational tool, examines its functions, cases of usage, examples of classroom language patterns. The importance of this component for language teaching/ learning ESP is stated through various methodologists' opinion and the authors' teaching experience.

Classroom language (CRL) is defined as *'collection of phrases used for communication among teacher and students'* [4]. Being a vital part of language teaching routine, it is often neglected while planning and conducting language classes. According to Glyn S. Hughes, the author of *Handbook of Classroom English*, the role of this component '*.. is perhaps one of the least understood aspects of teaching, but it is clearly crucial to the success of the teaching/ learning event'*. [3, p.5] The simple fact that teachers acquire and use a very limited repertoire of classroom phrases in the foreign language or use the native language for classroom interaction emphasizes the need to mention and ponder over this issue [3, p. 5].

We would like to start by stating the following **functions** carried out by CRL which, on our opinion, are crucial for language teaching. First, use of CRL creates a special atmosphere of language immersion. Listening to the teacher constantly speaking foreign language in all the possible situations,

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students feel being a part of genuine language atmosphere where L2 as a common thread runs the class parts and not used only in task completion [6, p. 100–102]. Thus a climate where using of English is normal and natural is created, and in the long run it is natural for students to use the studied language in such a classroom as more as possible [2, p. 40–42].

Then, drawing on CRL clichés and phrases gives an opportunity for a teacher to demonstrate various language patterns common for L2. Regarding the English language, it can be imperative (*Open the books; Don't use the dictionaries*), object + infinitive constructions (*I want you to do the following exercise; I would like you to start*), gerund (*I insist on your working on your own*) etc. Hearing such language patterns, students tend to absorb them, learn, and eventually, use them in their own speech. Moreover, use of intonation proper to a language sample (for example, the intonations for a request and a command will differ from each other), functional vocabulary, set expressions, collocations, idioms as components of CRL phrases used by teacher will also enrich students' language baggage [4, p. 74–76].

Next, let us speak **about two major areas of CRL** which to our mind represent the types of situations arising in a language classroom where CRL should and must be used. We dare speak about *CRL for studying procedures* and *CRL for interpersonal communication*. CRL for studying procedures is used to introduce activity, giving instructions, asking questions, supervising activity, sequencing, etc. The key feature of this section of CRL is clearance. As its main objective is giving the information essential for completing a classroom task, it should be sensible, easy to comprehend and the language patters used in it should be recognizable [6, p. 90–92]. CRL for interpersonal communication covers the areas related to teacher-student communicating apart from learning procedures context. They are greetings, thanking, paying complements, praising, encouraging. Bearing in mind that teacher is more than a robot that gives instructions and that his or her personal attitude creates a special climate comfortable and motivating for learners CRL for interpersonal communication should have a significant part in class structure. We would like to stress the importance of praising as a great motivating and encouraging tool that could make a student fell more confident in his/ her language progress and potential. The lists of praising phrases so easily found in the internet prove the idea of its necessity. And remembering our own experience of language learning, don't the phrases like *"Excellent!", "You are really improving, well done", "That kind of work makes me happy."* make you move heaven and earth in studying?

It is curious that while speaking about CRL they mean teacher talk and the language used by teacher forgetting about the second part of classroom communication process – students. So much has been said and written about

tfhe issue of learning audience using mother tongue in class. But why not to sttart introducing 'speak English (German, French, Spanish, etc.) policy' by imcorporating a list of CRL phrases into students' active vocabulary? Such a liist is worked out by students themselves. They are asked to think about the pbhrases in their native language that they'll need for 'practical use' like asking for a word translation or addressing a classmate to repeat a phrase. As a rtule students do it with enthusiasm proposing many phrases often far beyond tceacher's expectations. Then, all these phrases are translated into the studied laanguage. We call them *'cover phrases'* as we suggest the students to write tlhem on their copybooks cover so they can be easily found when needed. TThus learners are quick to memorize them and use frequently in future. And imagine how motivated and encouraged students are realizing that they know stuch phrases as *'What is English for....'*, *'Can I borrow your pen?'* or *'Could yvou move over, please?'* and can use them freely – such a barrier overcome!

CRL phrases better prepare students for language use outside the class-rroom, in the context concerning their professional and career needs [7, p. 110–1'17]. For instance, the phrases such *'Shall I start?'*, *'Could you repeat your pprevious phrase, please?'*, or *'I've got a question'* can be used apart from c:lassroom in a conference hall or in an office during a business meeting. Or ccompliments one more area of CRL we teach our students and practice them together with greetings in the beginning of the class, are a good example of icce-breakers, so vital for starting communication prior to some deal.

The conclusion

As a vital part of foreign language teaching/ learning CRL familiarizes sstudents with various language patterns used in everyday colloquial speech, emlarges and enriches students' functional vocabulary, creates a special at-mosphere where using the learned language is appropriate and natural, devel-o)ps students' communicative skills.

In our opinion, CRL is the bridge connecting classroom communication with the real one as the CRL phrases learned by students will be used by fu-tiure professionals in their everyday working environment, while holding a mmeeting, a conference, or just communicating with their colleagues. There-fiore, CRL should not be underestimated as a language learning tool but de-veloped and enriched on the permanent basis.

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DEVELOPING PRONUNCIATION SKILLS IN TEACHING ENGLISH FOR SPECIFIC PURPOSES

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Аннотация. Обучая студентов английскому языку, особое внимание следует уделять произношению и интонации. Поднимается вопрос, почему это важно. Автор делится своим опытом в данном направлении, предлагая некоторые способы улучшения произношения.

Summary. It is necessary to focus special attention on pronunciation and intonation while teaching English. The article explains why it is important to teach pronunciation. The author shares her experience in teaching pronunciation and suggests a few practical ideas of improving pronunciation.

English phonetic theoretical approaches have changed many times throughout the history of English education. Since the end of the 19th century, changing trends have focused on different methods of language teaching, such as the ability to translate texts, correct use of grammar or wide range of vocabulary. However, the teaching of English pronunciation finally has come back into the focus of interest since the second half of the 1980s due to the economic and social changes.

Nowadays the ability to work internationally-and thus reach the ultimate goal of communication with other speakers seems to be one of the highest goals of achievement of second language learning. During the time of almost one century of pronunciation teaching the attitude towards the issue has changed. The development started from a segmental and comparative sound repetition learning strategy, followed by a period of simply ignoring the topic completely from the 1960s to the early 1980s, leading finally to the modern approach of teaching of teaching supersegmentals, sentence intonation as well as other aspects of connected speech. The most current approach towards second language teaching lives in the achievement of communicative