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COMMUNICATIVE APPROACH IN TEACHING PROFESSIONALLY ORIENTED VOCABULARY

Коммуникативный подход в обучении профессионально ориентированной лексике

Speaking about the modern linguistic and cultural environment, it should be noticed that today there is a breakdown in culture, intellectual and spiritual life of society, and as a result, human language finds itself at the epicentre of all these changes.

The main task of foreign language training in a non-philological university, and in particular at the University of Civil Protection of the Ministry of Emergency Situations of the Republic of Belarus (hereinafter referred to as the UCP), is training practical knowledge of vocabulary and language structures in situations of professional communication. When training cadets of the UCP, the communicative aspect is aimed at developing communicative competencies. Communicative language teaching is an approach that forms in cadets semantic perception and understanding of foreign speech, as well as mastery of language material for constructing speech utterances. The communicative teaching method assumes that English is used to solve practical problems that cadets need in professional activity and everyday life. The basic principle of the communicative approach is that cadets begin to speak English from the first lesson.

The communicative competence is formed in the course of professionally focused training and can be characterized by close interrelation of general linguistic and professional linguistic groups of competences which are formed and become more active in the professional work of the employees of the Ministry of Emergency Situations. Therefore the general purpose of this paper is to draw an approach to teaching English vocabulary to future firefighter-rescuers within the frame of communicative theory.

Communicative approach in professional field of a rescuer demands knowledge of certain amount of lexical material. It includes the following lexical units:

- 1) special terms;
- 2) general scientific terms;
- 3) everyday English words.

Special terms are predominant, e.g., ‘water-spray(ing) nozzle [ˈwɔ:tə][spreɪ][ˈnɔzl]’ – *водо-распылительное сопло*; ‘water supplies [ˈwɔ:təsəˈplaɪz]’ – *водоснабжение*; ‘vaporizing liquids [ˈveɪpə][ˈlɪkwɪdz]’ – *испаряющиеся огнетушащие средства*; ‘station officer [ˈsteɪʃ(ə)nˈɒfɪsə]’ – *начальник дежурной смены*. General scientific terms are like these: ‘skills [skɪlz]’ – *навыки*, ‘substantial impact [səbˈstænʃ(ə)l ˈɪmpækt]’ – *существенное воздействие*. Everyday English words can be as follows: ‘spade [speɪd]’ – *лопата*; ‘push [puʃ]’ – *толкать, пихать*.

Conclusion. The communicative approach in teaching professionally oriented foreign language to future firefighters and rescuers should take into account the assimilation of 3 above mentioned groups of lexical units. These units must be grouped in an educational dictionary which will include the necessary and sufficient number of words with grammar notices and explanations. The average number of the lexical units to be learned should be approximately 700 because this amount will cover the necessary professional and everyday communicative needs of cadets. The dictionary will be available in both paper and electronic form.

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MARTENS CLAUSE IN CONDITIONS OF PUBLIC SAFETY

Оговорка Мартенса в условиях обеспечения общественной безопасности

Society has fought crime throughout its existence. Crime has gone through various stages of evolution, taking on new forms. So, in the modern world with the beginning of the process of informatization, one of the threats to public and national security, along with «traditional» crimes, cybercrime [1].

The aim is to study the impact of the Martens Clause on public security and the fight against crimes and offences in various spheres of social relations.

Some jurists understand the Martens Clause as part of international humanitarian law, but it should be noted that this Clause applies not only to the conduct of hostilities, but extends to much broader areas of human relations, including law enforcement.