

В деловой игре существуют следующие этапы: *информационный*, связанный с усвоением, запоминанием, обновлением готовой суммы профессиональных знаний, умений, навыков; *проблемный*, на котором происходит перевод теоретических знаний на языке практических действий; *поведенческий*, обеспечивающий принятие решений и программы действий в условиях конкретной ситуации на основе ее глубокого теоретического осмысления; *оценочный*, позволяющий выбрать и обосновать оптимальный вариант решения поведенческой программы.

Успех игры оценивается по конечным результатам — по тому, насколько эффективно, быстро и правильно участники игры решают поставленные задачи средствами иностранного языка. Система оценивания в деловой игре является неотъемлемым элементом имитационно-игровой модели. Система оценивания обеспечивает формирование игровой, познавательной и профессиональной мотивации участников деловой игры.

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## TEACHING BUSINESS ENGLISH: NEW APPROACH AND EXPERIENCE

Today the problem of teaching business English or English for special purposes has become one of the most cardinal issues worrying the minds of both scientists engaged in theoretical aspects of methods of teaching foreign languages and educational specialists teaching young people who in some years will be working in finance, medicine, public administration and many other spheres of the society's life. Their future work in the globalized world will require not only highly developed professional skills but foreign language skills including speaking, reading, writing and translating.

Therefore, the present stage of higher education development is characterized by constantly increasing demands in the level of a graduating student's professional foreign language training. A graduate's qualification description contains the requirement to have a good command of a foreign language as a means of professional communication.

Acquisition of foreign language professional skills including speaking, reading, writing and translating is a complicated teaching process demanding, on the one hand, a highly qualified teaching staff and, on the other hand, special LSP (language for special purposes) manuals. Since the English used in the sphere of IT-technologies differs a lot from the English, for example, of Public Administration or Banking, the problem of designing LSP manuals for teaching English for special purposes has become so acute. No one would deny that today when demands to the level of a young specialist's professional foreign language training are constantly increasing it has become impossible to organize the process of teaching foreign languages on the basis of traditional manuals or textbooks.

The Department of foreign languages of the Institute of Public Administration of the Academy of Public Administration under the Aegis of the President of the Republic of Belarus has designed an LSP manual for Public Administration students. The author of this

paper, being one of the authors of this manual, is ready to share our experience with colleagues interested in the problems of teaching English for special purposes. In accordance with the curriculum students of the Academy learn the English language for 3 years: 1<sup>st</sup> — Basic English, 2<sup>nd</sup> — English of Public Administration, 3<sup>rd</sup> — Business English (English of Law / Economics / Information Technologies) depending on specialization.

«English for Public Administration Students» (Minsk, Academy of Public Administration, 2005) developed under the supervision of Professor L.M. Lescheva is the first, as we can judge, manual for training future public administrators. It is designed for second-year students of all the three specializations and aims at increasing recognition of Public Administration vocabulary and ability to use it and providing strategies for understanding texts on Public Administration and improving ability to speak, write and translate in the English related to Public Administration.

Each of the seven Units is based on authentic texts on the problems of public administration in the Republic of Belarus and abroad and covers a specific area of Public Administration, e.g. What is Public Administration?

The composition of the unit is as follows:

a) **vocabulary (list of key words and expressions) and Vocabulary Exercises** (Which words can you derive from the following? Complete the following sentences using a word derivationally related to the word given in brackets. Match the words to their definitions. What's the English for ... Translate into English, etc.);

b) **pre-reading Exercises** (Look at the headline of the text and predict the contents of it. Guess the meaning of the following words and phrases. Give your own definition of the following. Answer the questions, etc.);

c) **reading** (includes exercises for students acquiring basic but not upper-intermediate or advanced level of the language: Read the text for understanding its main points and answer the 10 «What»-questions given below. Read the text for detailed information to complete the following statements and develop the idea. Answer the questions, etc.);

d) **post-reading Exercises** which are divided into two blocs: **Language Study** (Match the words to their definitions. Give synonyms... What's the English for..., etc.) and **Pre-discussion** (Retell the text finishing the following sentences and adding 4-5 phrases of your own. Translate into English. Render into English, etc.);

e) **additional Reading** (for students of upper-intermediate and advanced level and those wishing to get additional information about the problem under discussion);

f) **discussion** (Express your viewpoint on the following statements. Comment on the following. Imagine you are... What would you do in this situation? Speak on the following problems, etc.);

g) **writing** (Write a short report on the following problem. Write a short essay comparing ... / explaining ... / giving ideas ... etc.).

At the end of the manual there is a short English-Russian Vocabulary containing lexical units to be learned in every unit.

«English for Public Administration Students» has got approval of the teaching staff of the department and since 2005 has been the principal manual used in training future public administrators.

БДЭУ. Беларускі дзяржаўны эканамічны ўніверсітэт. Бібліятэка.

БГУ. Белорусский государственный экономический университет. Библиотека.°.

BSEU. Belarus State Economic University. Library.

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