

and are essential for sustainable development. This speciality came up from REAP programme course “Business strategy...” .

TEACHING BUSINESS ENGLISH THROUGH ROLE-PLAYS, SIMULATIONS AND CASE-STUDIES

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Role-plays, simulations and case-studies assist the learning process in that they provide an explicit link between the classroom and the world of business, which is highly advisable for the achievement of our goal — to help students develop communication skills and thus to enable them to work efficiently as interpreters-advisors in the sphere of enterprise management.

With the changes taking place in our country and a gradual movement towards market economy there emerged the need to introduce new subjects in our educational institutions, such as Business English or ESP, which will meet the requirements of new time and fit in the needs of the market. This need is partially caused by the economic situation and primarily by the objective of any educational institute — to provide our graduates with knowledge applicable to their future careers. Nowadays the rate of change seems to be accelerating continually. These changes dictate their own rules and conditions, one of which is that business needs to communicate in languages other than our mother tongue if we want to succeed in the international field.

English for business is taught as one of the basic subjects at the Faculty of Western- European Languages. We cannot overestimate the importance of Business English course in the curriculum. Business and English, as the name suggests, are two inseparable notions, where the English language is the means to gain business awareness. At MSLU we train our students to be professional translators and interpreters. Their objectives are to be international communicators whose skills will be an invaluable asset to any business working in or seeking international markets.

Yet, however good the material may be theoretically, it will be unacceptable if it does not meet the learners' objectives.

That is why the aim we set and follow is to provide a programme of study which will help the learners improve their command of English in the sphere of business and so enhance their career prospects. The materials as well as the activities used at a lesson should be relevant to real life, i.e. there must be an explicit link between the classroom and the real world of business. There are several ways of doing this: through role-plays, simulations and case-studies.

Role-plays are an effective way to motivate students, because the learners are given an opportunity to get rid of their shyness or inhibitions by providing an alternate, imaginary identity. A role-play differs from a simulation in that the participants are asked to take on fictitious roles and to adopt a new character who may have different opinions and attitudes from their own.

Simulation brings the students closer to the real situation in terms of roles, topics and register. The essential pedagogical feature of a simulation is that it is based on problem-solving and decision-making. This also differs it from a role-play, where problem-solving is not the immediate objective. Students can learn a language (business language)while thinking about a problem which is not a language problem. Another distinctive feature of simulation is that it allows the learners to be themselves in terms of their thinking. A simulation activity may provide a more relaxed classroom environment. It may also help them overcome their diffidence and embarrassment caused by the lack of business experience.

It is not our purpose to make our students entrepreneurs, but they should know the environment in which real entrepreneurs work as well as business areas where they will have to apply their skills as interpreters and translators.

There are also many benefits from using *cases*. They may help to gain knowledge of a number of specific business situations, they may also help to sharpen students' analytical skills, as they will learn to defend their arguments and develop an ability to think and reason in a rigorous way. From the pedagogical point of view, the greatest benefit that can be derived from case studies is a generation of a high degree of involvement in the learning process and the necessity of solid preparation. The effective use of cases as a learning vehicle to a great

extent depends on participation. This kind of activity is mutually beneficial and the students may learn a lot from each other. It is therefore a responsibility of every student to get involved.

The use of role-plays, simulations and cases in Business English teaching is highly desirable in that they can benefit the learning process and add much to it. These activities motivate students to work more outside the classroom, help them to become more self-reliant, more independent and better organised. Working individually, collaborating with a partner or working as a member of a team, students develop and improve their reading, speaking, writing and interpretation skills.

ЯЗЫК ДЛЯ ДЕЛОВОГО ОБЩЕНИЯ КАК ПРЕДМЕТ ЛИНГВИСТИЧЕСКОГО ИССЛЕДОВАНИЯ

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Нет необходимости лишний раз говорить о значении специализированного языка. Практически все мы так или иначе сталкиваемся с его проявлениями в нашей повседневной деятельности, и существует много специалистов, более или менее непосредственно им занимающихся.

Специализированные языки обладают своими лексическими, семантическими, графическими, контекстуальными и синтаксическими особенностями. Самые полные энциклопедические словари включают в себя лишь часть лексических единиц, встречающихся в специализированных текстах, и не в состоянии охватить всю специализированную лексику хотя бы одной из областей человеческого знания. Уже само по себе количество текстов и их лексическое разнообразие делают перспективу изучения специализированных языков интересной, полезной и в полной мере оправданной.

Как отечественное, так и зарубежное языкознание не отличается большим количеством и разнообразием научных трудов по данной теме. Большинство работ имеет сугубо прикладную, дидактическую направленность. Специальные