

intermediate level of English can speak the English language comparatively better than others, “once in a blue moon” some students pick up speaking English even from other resources, vice versa English medium students fail to come up to acceptable standard to communicate fluently in English. In this case students of different backgrounds make different types of errors in the learning process such as pronunciation, spelling, grammar and vocabulary usage.

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UDC 372881.111.1

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VARIOUS INDIVIDUAL STRATEGIES TO INTEGRATE THE TOPIC OF FOREIGN ECONOMIC ACTIVITY INTO BUSINESS ENGLISH CLASSES

Introduction. Most students perceive writing the diploma thesis like a somewhat tough and rough period of life, “when he himself might his quietus make with a bare bodkin”. That is true for the majority of students at high school of economics as they are challenged with plenty of brand new tasks within tight deadlines. One of them is writing a chapter on foreign economic activity of their projected enterprise. They often get down to this work being unaware of the pitfalls and without any previous experience of this kind of research simultaneously preoccupied with too many other and more daunting tasks and requirements of their diploma thesis. The teachers of business English could lessen this burden and take away a lot of stress and sleepless nights by simply integrating the topic of foreign economic activity into their classes well in advance. After introducing the subject in a series of steps and different class activities our students will feel much more comfortable and confident doing the kind of research and describing foreign economic activity of the enterprise in their thesis as the path has already been trodden. This initiative to start learning and discussing foreign trade activities of local enterprises takes some time and creative approach on the part of the teachers. It can be implemented in a number of steps, still it will save them a lot of time afterwards.

Main part. Every journey begins with the first step. This step should be based on a subsequent unit of their English textbook. In our case, “Market Leader Intermediate” the third edition, which contains Unit 9 called “International Markets” or Unit 2 “International Marketing in Market Leader Upper Intermediate”, they both suit for the purpose perfectly. Firstly, Unit 9 provides all the topical vocabulary on the subject, vocabulary and listening-comprehension exercises. Moreover, this unit acknowledges our students with basic facts about free trade principles, obstacles and protectionism, which they will obviously need for further discussion or group debates. Later on when they get down to Unit 10 “Ethics” they can discuss which ethical principles can be formulated in their enterprise’s Code of ethics which facilitate its foreign activity, such as going green or transparency, commitment to high quality or focus on customer needs and so on [1]. Then it is high time to make a step towards digesting the topic of foreign economic activity of the enterprise. The students can be involved into discussion about the concept of foreign economic activity and choose the best definition. The teacher can ask them what foreign trade operations they are familiar with, list the exporters and importers in the world and especially in the local market. At this stage, it is appropriate to involve the group into the dispute regarding foreign trade benefits for the enterprise comparing companies working at the local and global market as well as the risks. Finally, they should summarize all the advantages identified in the course of discussion. To say nothing of developing speaking skills, this kind of activity encourages analytical thinking, generalization of information and invites them to apply variety of knowledge on economics [2].

The second step is optional for the teacher, for instance, it can be taken towards the structure of the foreign economic activity department of the company engaged in the supply of its products abroad (exports) and the one engaged in purchasing foreign products (imports). The students can google this information, then share it with the group and predict the responsibilities of the Head of the foreign economic activity department, the deputy chief, economist of the foreign economic activity department, expert on customs regulation, specialist in foreign exchange operations and protocol bureau and then check with the help of their teacher. Talking about the responsibilities of an expert on customs regulation, students can try to guess which documents are used to carry out this type of activities. After that, they can be given a home task to find out what routine documents circulate in the department, for example customs clearance, customs declaration, licenses and so on and make a list of ten documents.

The third step is the main one, as the previous are considered as introduction. It will blow a bit of life into their studies. The student audience can be divided into small groups and each group chooses any Belarussian

enterprise engaged into foreign economic activity, for example, OJSC BELARUSKALI or footwear company BELWEST and prepare a power point presentation on their international activities with attractive slide design, clip art and graphics according to the plan (it can be optional):

- basic information about the company (in short);
- forms of the enterprise FEA;
- information about FEA department, its composition, functions and tasks;
- countries of operation;
- marketing strategies, branding, aimed at foreign markets;
- benefits and gains from FEA, their share in the total income of the enterprise;
- documents circulating in FEA;
- ethical norms and values to stick to, especially in FE;
- strategic plans and so on.

Each power point presentation should become a subject for active discussion in a student group. PowerPoint presentation can enhance and improve comprehension and recall for all students. Then it is time for students' questions, which are intended to fill in the gaps in the report, clarifying different aspects of the enterprise FEA, which were not emphasized or did not get enough presenter's attention. The electronic file format allows modification for/by students [3; 4].

The other points of interest include Belarusian legislation on FEA, the main regulations can become a subject for a group dispute or dialogues whereas students express their opinions on the protectionism or liberalization of trade in our country. The issue of business ethics can also be handy in such a class, students can be challenged with identifying risk areas modern companies face in the international markets, what ethical norms and values are vital to be allowed to European markets and avoid wrongdoings. They can write these norms and values for the Code of Ethics of any Belarusian enterprise engaged in FEA and then google and compare them [5].

Conclusion. Our practically minded students tend to appreciate this kind of classes where they discuss their presentations and exchange ideas, thus enriching their contents. They find them interactive and useful as they have practical purpose. Thus, working on different aspects of foreign economic activity we make hay while the sun shines which is also true for the business English teachers. It requires some preliminary work and thorough selection of relevant articles on achievements or scandals in this field on the news sites, which can trigger group discussion and add real life spice into the classroom routine. These small steps will inevitably result in a big leap for our students in the knowledge of economics and acquiring language skills.

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UDC 811.1/8'243'36(072)

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METHODS OF ELIMINATING GRAMMATICAL INTERFERENCE

Introduction. The problem of overcoming grammatical interference in teaching a foreign language is debatable in the scientific community, since the choice of the most optimal methods and techniques for solving this problem becomes a determining factor in the effectiveness of the educational process.

Overcoming grammatical interference is considered differently in various methodological approaches to teaching foreign languages.

Main part. Within the framework of a rational approach to overcoming grammatical interference, it is carried out on the basis of the following rationalization principles: comprehensive comparative study of languages; taking into account the main grammatical difficulties in learning a foreign language identified on the basis of a rational ap-