

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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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-

proach; rational reliance on the native language in the process of learning a foreign language; problems in mastering foreign grammar in the process of organizing oral / written communication; communicative orientation. The effectiveness of using a rational approach is also based on the principle of strengthening the activity-based nature of learning, since mastering the language means of a foreign language should occur purposefully and smoothly transition into the possession of speech actions using means designed to solve specific communicative tasks in the process of students' speech interaction. Such repeated correct use of grammatical constructions of a foreign language in speech makes it possible to minimize interference, developing the grammatical competence of students as a whole and removing the language barrier.

The method of overcoming grammatical interference proposed within the framework of the rational approach provides for the use at the appropriate stages of the algorithm for overcoming grammatical interference of a system of means of rationalization (comparative grammatical tables and reference grammatical tables), which are aimed at forming an orientation basis for mastering a foreign language being studied; involving students in personally significant activities in the process of mastering foreign grammar [1].

The communicative-cognitive approach is distinguished by the following features: 1) relying on the principles of communication and consciousness; 2) highlighting grammar as a separate aspect of learning; 3) preventing intra-linguistic interference. Within the framework of this approach, it was revealed that grammatical interference hinders the formation of grammatical skills in accordance with the set goals and learning parameters due to the typical "intra-system" errors generated, which are violations of the language norm and are provoked by the peculiarities of the foreign language system. The most common manifestation of grammatical interference is the non-discrimination by students of differential signs of grammatical phenomena that have formal and semantic similarities [2].

A fundamentally new approach to overcoming grammatical interference was proposed by E. G. Belyaevskaya and T. N. Malyar. In this approach, the emphasis shifts from the study of language as a system of signs, to the "person speaking", the structure and content of his linguistic personality, the very situation of using a foreign language as a means of intercultural communication. The target is the modeling of linguistic personality, which does not involve the study of grammatical interference exclusively from linguistic positions, but the analysis of the causes leading to interference in conditions when it manifests itself in the speech behavior of the student. With this approach, it is possible to connect students to a different worldview system, which is characteristic of the language being studied, to form adequate grammatical concepts in the minds of students and develop their grammatical competence [3].

In modern linguistics and linguodidactics, scientific research is based on the triad "man — consciousness — language", since a person simultaneously appears as the creator, carrier and user of a language. This triad is one, it is impossible to exclude any link from it. In this regard, the idea of a linguistic personality has been formed in science as a focus of crossing and combining linguocognitive, psycholinguistic and sociolinguistic categories [4].

According to the definition of E. G. Belyaevskaya and T. N. Malyar, the mental transition from the level of a specific language form with a certain meaning to the level of nonverbalized meaning (the level of conceptual structures) is called the level of mental representations. The transition to it is necessary for the simulation of human speech activity in a foreign language.

Overcoming grammatical interference requires ensuring a direct transition from the expressed semantic content to its verbalization by means of a foreign language from the semantic to the morphological-syntactic level of the grammatical concept, taking into account the specifics of the communicative level. This will allow students to form grammatical competence and overcome intra-linguistic interference.

Modeling of speech behavior based on a grammatical concept allows us to identify a conditional zone of interference interaction between native and foreign languages. This allows us to see that not all situations of divergence between languages lead to interference, moreover, apparent similarities can cause the emergence of stable zones of maximum interference of the native language [5].

The linguistic prerequisites for the appearance of grammatical interference can be predicted in advance through theoretical analysis. In fact, this is the basis of the texts of textbooks on English grammar for native speakers of the Russian language. It is worth noting that most manuals present separate techniques for overcoming grammatical interference, but they are not systematized. For example, it is proposed to perform exercises to choose the right time in sentences between Present Simple and Present Progressive, but complex exercises to choose the right times within the entire zone of maximum interference (time inconsistencies in English and Russian) are not presented. This indicates the need to improve didactic materials with an emphasis on overcoming the uniformity of exercises related to grammatical interference, since they do not take into account all the oppositions existing in the language system that cause difficulties for students. This is due to the lack of reliance on a systematic analysis of negative language material, which results in a high frequency of making mistakes.

Conclusion. In the process of teaching a foreign language, grammatical material should be selected and applied within the framework of the theory of intercultural communication. Cognitive inhibition (conscious prolonged comprehension of specific situations of grammatical interference) will help to consolidate the correct grammatical concepts.

Teaching a foreign language in this case is subject to a priority goal: to ensure the differentiation of grammatical concepts in consciousness and to form the skills of their application in speech activity.

Thus, at present, various methodological approaches to overcoming grammatical interference by students (rational, communicative and cognitive) have been developed and continue to be developed, allowing the formation of skills to overcome grammatical interference to consolidate grammatical concepts.

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DICTIONARIES IN TEACHING THE ENGLISH LANGUAGE

Introduction. Electronic dictionaries include much information and now they are easier to access and understand than ever before. Rapid evaluation of electronic dictionaries created huge dynamic in lexicography.

Electronic dictionaries become more attractive, they received popularity among EFL (English as a Foreign Language) learners of any level. Using electronic dictionaries in EFL classroom has become an alternative to others. As for English instructors, helping students with electronic dictionaries is one of the best ways to help them become independent, feel free language learners. Some approaches to this device usage in class will be discussed in this paper.

Main part. For language instructors and learners to participate in the digital world, they will need to use English and technology to meet their educational and personal needs. Electronic dictionaries are used in EFL classes and become useful and popular. Reading dictionaries, students can improve pronunciation, watch multi-media elements and use other options (hyperlinks, cross-references, etc.). Moreover electronic dictionaries have additional useful information and the fast search panel. This is not surprising that electronic dictionaries can be used as a tool in the same ways as paper dictionaries. Both learners and teachers must understand the advantages and liabilities of using electronic dictionaries [1]. E-dictionaries have the potential to be a useful instrument in English language classes, at the same time they can be seen as a not useful a tool in the English language classroom. One of the most important challenges that learners face during the process of foreign language learning is learning vocabulary. The use of dictionaries is a great help in vocabulary learning, and nowadays the development of electronic dictionaries is new and continuous. E-dictionaries make task very easy and help to students in learning new vocabulary, it is an interesting, fun, tool to use [2].

Since e-dictionaries have not been explored extensively in Azerbaijan, research about the use of them caught the researchers' attention. Because of phone ban at the university, students don't currently use portable mobile dictionaries during the lesson, but use computers. Some representatives of the older generation don't approach e-dictionary as an affordable learning device; they say: "It is better for us to soak a finger, list the dictionary eagerly and look for the word rather than using this devil's device".

Why are print dictionaries better than online dictionaries? As for American lexicographer A. B. Kipfer, there are 8 reasons for that:

1. While opening a dictionary two-pages stand in front us, we usually look for a word. It is usually the case that our eye wanders. Words are tantalizing, and a dictionary page holds so much information that it is easy to find something interesting there.

2. In a paper dictionary, the meanings of the words are not on separate lines as in an online dictionary. Finding the meaning of the words you are looking for is a great way of making the brain exercise.

3. If you know the alphabet by heart, you find the words very easily. It is another brain exercise — simply finding a word in an alphabetical book.

4. Less clutter and no ads. No pop-ups, no malware, no cookies. No advertisement, nobody sells you anything. No disturbing elements.

5. Much knowledge is held in your hands, in print: it is an amazing and exciting feeling. The nostalgia of a big, heavy, an old paper book is also comforting and uplifting.

6. In selecting a book, we use one dictionary not a few at a time as you would do due to many online hyperlinks, sites; it is possibly easier to work or find a word.

7. It is more effective to look for a word in a paper dictionary: we can open any page and see a word or definitions that we don't know.

8. Another useful side is to have a look around when doing a specific search, seeing words you have forgotten. One sees a word and feels confused, "what does that mean?", and it almost ensures you will think about that word and probably use it again [3].