

certain changes occur in these components of meaning. That is, a component that has been key for any period in the literal sense of the word may become a non-key player in another historical development process. This change in the semantic structure of words gives the word a new meaning in language.

Main part. Today, in the modern stage of development of the positive sciences, the distinctive features of the philosophy of language and linguistics are studied on the basis of conceptual and categorical understanding of the semiotics and semiotic layers of language. Thus, not only in linguistics, but also in science as a whole, the semantic fields of words such as “meaning and content”, which are still confused with each other and are often accepted as synonyms but now are semantic fields and are valued as concepts. Thus, in the 2000s, the work of differentiating linguistics as a branch of semiotics in science was accelerated, individual specific methods of the philosophy of linguistics were identified, and thus linguistic symbols and other interactions were studied.

Numerous studies for determining the nature of slang and attempts to define its boundaries lead to pragmatism. A speech rich in slang expressions is perceived as a source of information about the identity of the speaker, a means of promoting group solidarity, a sign of informality of speech. Therefore, C. Eble described slang as “the words and expressions used by speakers to create a social identity within a group or in society in general, as well as to strengthen ties” [1, p. 11]. R. Spears listed 10 features of slang and included many of the features listed below: “slang is not appropriate for formal and serious topics, slang expressions are a symbol of a lack of commitment to social traditions” [2, p. 110].

In contrast to the distinctive and diagnostic role of slang in relation to various pragmatic features, slang words and expressions often have features such as sarcasm, curiosity, and informativeness. “Many slang words are in the slang lexicon as synonyms for words used in standard English,” J. Coleman notes. C. Eble argued that “slang provides an alternative vocabulary for references that generally exist in the language.” The semantic equivalence of slang terms and standard language alternatives serves to focus on the pragmatic functions of slang terms. According to J. Coleman, “Using slang, we can express the same idea in different ways, and instead of synonyms in standard English, we use slang to convey information about ourselves, our relationships, and our interests” [3, p. 49]. The role of semantics on the enrichment of slang lexicon is significantly important. Because this field makes a certain framework for the formation of new meanings of words. The word “*destruction*” is used to describe a situation such as *being intoxicated* and *under the influence of drugs*. Words such as *battered, blitzed, bombed out, hammered, mashed, crushed, slaughtered, smashed, stoned, trashed, wasted* are often associated with *high levels of alcoholism* or is used to describe *intoxication*, and often shows the physical and mental effects of alcohol or drug abuse. For example, “*a legless and paralytic person*” shows physical weakness after drinking too much, *brained* (slang indicating excessive intoxication) shows that a large amount of drugs can affect an individual's mental ability [4, p. 15–20]. From this perspective, the social meaning separated from the semantic meaning is the basis of the slang. However, this approach semantically makes it difficult to explain many slang expressions that are not equivalent in standard language alternatives. The semantic diversity of slang terms is an important part of their pragmatic activity.

Conclusion. Slang lexicology is a complex subject that combines processes such as lexical change and enrichment, as well as dark and vague moments. The slang lexicon expands by giving new meanings to existing words. These words become part of a technical dictionary used within a certain group and expressing them. From this point of view, by paying more attention to semantics, we can distinguish the semantic features of slang, as well as socio-linguistic variations, from their pragmatic features. In this context, too, there is a need for individual interpretation of semantic and pragmatic features in language variations.

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METHODOLOGY OF TEACHING THE ENGLISH LANGUAGE

Introduction. English is one of the most popular languages in the world. There are several methods of teaching English, each provide a definite approach to training with different materials or special programs.

In this article we will consider the most well-known methods of teaching English, which exist in our time, traditional and modern, give a brief overview of each method, guide them to comparison.

Originally, the English language was taught according to the classical method, intended for effective study of Latin and Greek. Over the years, new methods have been introduced into the core program, old ones have been eliminated, and less effective approaches to training have been introduced.

Today, in schools and higher educational institutions, the English language is taught by the most well-known methods that demonstrate high efficiency in the knowledge of a foreign language. We will consider each in detail and determine the specifics of training.

Main part. In this fast growing competitive world, English has been spoken by one quarter of world's population [1].

Grammar Translation method. Grammar Translation — traditional, classical method, applied from the end of the 19th century.

The grammatical-translational method is based on such tasks: study of grammar rules; extension of vocabulary; translation of texts, work with a dictionary.

Training in such a program has its pros and cons. Positive qualities include: effective mastery of the grammatical basis with intensive expansion of the vocabulary. Its drawback is lack of language practice.

Direct Method appeared in the early 90s. The method is based on the regular practice of colloquial speech and is aimed at the effective mastery of the language with a deep understanding of English in everyday situation. Practice involves doing group activities. In schools, where the course is taught in English by the direct method, classes are divided into 2—3 groups.

Communicative Language Teaching. The method of communicative teaching of English is based on the study of the language in real situations, which allows you to quickly and naturally master communication skills and easily apply English in real life. The main task here is to learn to communicate. But the method does not provide practising of advanced grammar [2].

Classes are held in small groups. In training, there is a regular practice of language communication between the student and the teacher. Most modern schools use a communicative method of teaching English, showing effective learning outcomes.

English can be studied independently, using specialized literature and Internet programs. But for such an approach to learning basic knowledge of language is necessary, e.g., grammar skills in communication. Learning a foreign language begins from scratch with the best teacher: individual activities are chosen with a tutor or group, where one can successfully practice the skills of conversational speech with other students.

Fundamental methodology. This is really the oldest and most traditional method. It was Latin and Greek lyceums taught at that time, as the French were naturally absorbed, together with strict observations of the governess and communication with parents. The classical method, like any other, is suitable for the description of the “plan to capture a fortress”: cipher phonetics, visual representations of syntactic constructions, obligatory lexical stock. The student should be patient, it is necessary to remember that in the native language something can be expressed as adjuncts, complements, and that in general this is the syntax [2].

The fundamental method is seriously relied on at linguistic universities. The translator has never been confident in his knowledge of a foreign language; he perfectly understands the unpredictability of emerging speech situations. Engaged in the classical method, students not only operate with the most diverse lexical layers, but also learn to look at the world through the eyes of “native speaker” [2].

Linguosociocultural method. One of the most comprehensive methods of studying a foreign language is linguosociocultural one, which provides an appeal to social and cultural environment. Proponents of this method are firmly convinced that language destroys life, when teachers and students put the goal to master only “lifeless” lexical and grammatical forms. Someone noticed that “personality is a product of culture” [2].

Communicative approach. The first line in the ranking of the popularity of the method actively supports the communicative approach, which, as a result of its title, is directed to the practice of communication. This method “works” perfectly in Europe and the United States.

The communicative method, as follows from its title, is aimed at the possibility of communication. Of the 4 “whales” that hold any language training (reading, writing, speaking and oral perception of speech), the increased attention is paid to the last two. Here you do not listen to the lessons of particularly complex syntactic constructions or serious vocabulary. The eloquent speech of any literate person is quite different from the written one. The epistolary genre goes in the past, and if our descendants will judge us only on the basis of e-mails and other “monuments” of online literature, then their opinion is unlikely to be flat [2].

Intensive method. Particularly popular is the intensive method of teaching English. It destroys everything, for which the phrase “time is money” and “money is time” is equivalent. Learning English intensively allows a high degree of stereotype — this language is a cliché of 25 %. By remembering and working out a definite circle of “persistent expressions”, in principle you will be able to explain and understand the interlocutor. The intensive method is aimed at the formation of “expressive speech”, and therefore often has a linguistic character. In good courses you, more importantly, will ensure the possibility of unlimited communication and maximum realization of potential, and “in focus” of the course will meet your needs [2].

Conclusion. Out of the world's approximately 7.8 billion inhabitants, 1.35 billion speak English that is 20 % of the Earth's population [3]. However, most of those people are not native English speakers. Such a learner remains deficient to face the interview and participate in-group discussion which make them feel inferior in the job market and work environment. The main obstruction for them to learn the language is the medium of instruction, students with

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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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