

GLOBAL ENGLISH – GLOBAL DECISIONS

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also gives narratives to Edward Bodwin, who remembers what fun he had fighting slavery and where in 124 Bluestone he buried his toys, and Schoolteacher, who regrets his nephews' unscientific manner of training slaves.

Moreover, like Sutpen's Hundred, 124 Bluestone is haunted. The ghost of Beloved, the baby whom Sethe murdered when Schoolteacher came to reclaim her and her children, torments Denver and drives away her two brothers. Paul D, who arrives at 124 eighteen years after the murder of the baby, exorcizes the ghost and gives the family a future together; nonetheless, a lost teenage girl who calls herself Beloved reincarnates the ghost and dominates 124. Unlike Dracula, Heathcliff, or Sutpen, this girl owns little besides her clothes and her scars; still, she forces Paul D to have sex with her even though the sexual intercourse humiliates him and drives him away from Sethe. With Paul D gone, she moves Sethe to give up the "outside world" and to assume she reincarnates the murdered baby. Overcome with guilt, Sethe stops working and ministers to Beloved's unrestrained desires, so much so that Beloved, pregnant with Paul D's child, grows big, while Sethe gets thin and wasted.

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PROFESSIONALLY - ORIENTED ROLE PLAYS IN TEACHING ENGLISH FOR SPECIFIC PURPOSES

Yuliia Shevchenko, Natalia Nakonechna (Chernihiv, Ukraine)

Nowadays there is an obvious contradiction between the increasing demand of society for highly qualified specialists who know foreign language rather well to communicate in their professional environment and the level of English of University graduates.

This contradiction can be eliminated by implementing such teaching methods and techniques that would intensify communicative, cognitive and creative activities of students equipping them with knowledge, developing their language skills and increasing their intercultural and professional awareness necessary for their future careers. To fulfill this task we suggest using professionally-oriented role plays in teaching ESP as one of the most effective method of forming professionally oriented foreign communicative competence.

Having studied numerous definitions of a role play/simulation-business game we regard professionally-oriented role play as an imitation of situation modeling professional activity by means of a game according to fixed rules.

We consider the implementation of this innovative method into the process of teaching ESP to be essential because the benefits of using it are overwhelming.

Professionally-oriented role plays are highly motivating. They appeal to students emotional sphere and enjoyment leads to effective learning. They ensure students that communication is purposeful rather than artificial. The attention is focused on the professional situation. Students use their background experiences, knowledge of professionally-oriented disciplines and make their own decisions, thus more interest and excitement is created in learning.

Taking into account the fact that a foreign language syllabus in ESP group is designed in the way where self-learning dominates greatly over the practical hours of training professionally-oriented role plays can be considered as a motivating means of self-learning. And as our teaching practice shows students enjoy this technique very much and do their best to prepare for it.

Professionally-oriented role plays provide the development of all language skills: reading (collecting and processing necessary information), speaking, listening and writing. They develop the nonverbal components of language, cognitive abilities; encourage active participation in learning and give students a better understanding of communicative choice and linguistic complexity.

Moreover they reduce the stress associated with learning and using a foreign language. There is less stress involved in playing a role of someone else.

It is generally accepted that learning is more effective when a learner is more engaged in the process of studying and professionally-oriented role plays seek to achieve this being a unique means of encouraging learners to respond actively and to participate with their fellows. It is a cooperative activity. It develops the ability to work in a team, encourages participation and increases self-confidence.

So, the necessity of implementation of professionally-oriented role plays in teaching ESP is scientifically proved since the main principles of modern approaches to teaching English are realized here. It is an extremely valuable method of teaching as it motivates learners, encourages interaction, provides opportunities for integrated skill development, group work, self-learning and enables students to communicate efficiently in their future professional environment.

METACOGNITIVE STRATEGIES IN TEACHING FUTURE EFL TEACHERS LISTENING COMPREHENSION

Lyudmila Shevkopyas (Kiev, Ukraine)

Recently, there has been a growing interest to the problem of planning and organizing self-study assignments. It should be noted that the problem of teaching listening comprehension has been studied by many scientists, for example D. Brown, J. Richards, G. White. However, nowadays the problem of teaching listening has become more obvious due to the increasing amount of sources of the audiotexts. All this resulted in considering metacognitive strategies in teaching listening comprehension with future EFL teachers.

Listening comprehension is an active process as listeners must discriminate between the sounds, words, grammatical structures, interpret stress and intonation.