Следуя инструкциям квеста, которые можно рассматривать как элемент управления, обучающиеся работают самостоятельно и несут ответственность за результаты своей деятельности.

По результатам своих достижений студенты формируют электронный «языковой портфель».

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Sorokina A. I.
BNTU, Minsk, The Republic of Belarus

Language learning through computer-mediated communication

Mastering professional communicative competence has been considered to be one of the key questions in higher education in recent years. By *professional communicative competence we understand the ability to communicate in different situations with business partners, accurately use the language system and speech norms and choose communicative behavior in accordance with the authentic situation of communication* [9].

The importance and necessity of it is challenged by widespread international economic cooperation. Now the item about more suitable teaching approaches, methods and tools is on the agenda of pedagogical scientific discussion. Since manager's personality reveals in activity and is considered as a subject, several approaches should be the basis of Business English teaching. They are: learner-centered approach (manager is an active subject of his own administrative activity) [1; 2; 3]; activity

approach (education of a manager is realized through activity that imitates professional sphere) [4; 5]; communicative approach (the peculiarity of professional activity of a manager implies establishing numerous business contacts with partners) [6; 7; 8]; integrated approach (interrelated teaching of all kinds of communication: listening, speaking, reading and writing). The application of the set of methodological approaches leads to a success in mastering professional communicative competence. Moreover foreign language teachers should take care of tools to be a success in languages teaching.

Computer-mediated communication (CMC) tools are just the tools which allow foreign language teachers to teach future managers to establish and to support contacts with their future business partners. Computer-mediated communication (CMC) has taken on different forms: from (Web 1.0) e-mail, chat and online forums to social software (Web 2.0) such as blogs, wikis, podcasts, audio and video conferencing, etc. These new forms of communication are becoming an integral part of our modern life and taking their right place in the language classrooms engaging learners in authentic language learning experiences. Through the use of CMC language learners can develop professional and intercultural communicative competence, lifelong learning skills and digital literacies for becoming competitive managers.

Web 2.0 has provided educators with numerous ready-to-use tools which are of great didactic potential. The tools can promote different types of communication: synchronous or asynchronous, one-to-one, one-to-many. They can be used to share and create different media from text (blogs and wiki) to images (Flickr) to audio (podcasting) and video (YouTube).

The use of blogs in language learning encourages the practice of reflexive writing. Communicative function of blogs attracts students greatly. A great number of students enjoy blogs for the sake of communication with interesting people. Blogs bear the function of self-presentation. Students have possibility to communicate with people telling them about their life, complementing the information photos. Blogs implement even the function of psychotherapeutist. Participants of communication can express problems, complaints about difficulties, and get a piece of good advice through social software. Blogs offer important possibilities of follow-up and tracking the learning process of students (blogs as portfolios) and teachers can collect evidence of the students' progress. It is an element of assessment of students' success. Moreover blogs allow foreign language teachers to publicate didactic material through different multimedia: hypertext, images, video, audio. This material can be used as a source for discussion, creating stories, doing project work, etc.

The communicative potential of podcasts can be used in such activities as presentations, debates, the creation of radio programmes, etc. Podcasting can help language teachers to develop the students' skills to create, to listen to and to express

content in a different way using numerous communicative strategies and getting competences required in the epoch of knowledge. The use of podcasting as a tool for communication is surely one of the most preferable among language teachers. It contributes to the development of new communication ways and provides opportunities for new pedagogic approaches.

Flickr is a service indented for keeping and using digital photos by users. Students can load one hundred photos monthly complemented brief descriptions or tags (key words) for searching. If it is necessary students single out any object in the photo they wish and describe it as well. Service Flickr allows getting a lot of tags, which people use making a classification of their photos. But on the screen you can see the tags used more frequently. The communicative potential of flickr allows students to find more suitable words for their photos. Moreover collections of digital photos provide language teachers with didactic material for developing communicative competence of their students.

The use of Wiki in language learning and teaching encourages the practice of reflexive writing. It is undoubtedly one of the most appreciated tools for students and teachers communication. Wiki is characterized by:

▪ possibility of putting changes into the given information,

▪ appearing changes just after putting them,

▪ great number of authors. Wiki can be corrected or changed by all visitors of the site. The author of the information has the opportunity to return the first version of his information. The right of users is defended greatly from vandals.

In order to meet needs of managers as language learners language teachers refer to different pedagogical tools. The integration of computer-mediated communication (CMC) in the process of learning and teaching, if properly implemented by the language teachers, is a way to foster learner motivation for language learning [11].

YouTube is the next tools for improving communicative competence. YouTube as a part of CMC refers to the new ways of reading, writing, and listening through online communication. It is a mixed mode found on the Internet consisting of symbols, icons, fixed and moving images. Using YouTube as a means of getting skills of communication you can watch, add and put your comments on any video you would like. Due to simplicity and comfort in use YouTube is appreciated by great number of users among who students are. This means gives students the opportunity to improve their communicative skills.

Online foreign language education will help educators to form students' intercultural communicative competence and at the same time it will help students to learn to use effectively the Internet for autonomous language learning. If a teacher implements computer-mediated communication (CMC) properly, the integration of regular CMC activities can be a way to foster students' independence on the teacher.

Thus in use of computer-mediated communication (CMC) is seen learner-centered approach developing such character features of future managers as independence, ambitious and sensibility.

Experiment and analysis of the research work proved the author's point of view in the article. The application of the set of approaches (learner-centered; activity; communicative; integrated), autonomy learning of Business English and special method that allows foreign language teachers to make the process of education closer to reality by plunging students into the atmosphere of their future profession, the use of computer-mediated communication (CMC), learning professional authentic materials improve the process of education, form successfully the communicative competence of students, encourages students to learn Business English.

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