

Авторы статьи приводят примеры русских заимствованных слов в лексическом составе немецкого языка в ходе долгой истории развития обеих стран. Также авторы предлагают практические примеры заимствований и раскрывают информацию о политико-исторических, социально-экономических и культурных причинах заимствования русских слов в состав немецкой лексики.

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COMPETENCE-CENTERED TASKS AS A MEANS OF STUDENT'S KEY COMPETENCE FORMATION

It goes without saying that high school today is quite different from the school which existed even 10 years ago. Our students are more active, open, outgoing than we used to be at their age. They tend to be successful, career-centered and demanding due to the processes that take place in our society, which has already turned into one global village. On the one hand, it's great, on the other – quite challenging as we have to deal with different nations, different cultures and languages. This implies that our students should possess some certain or even unique qualities and competences.

So, our task, as teachers, is to do the utmost to help our students be skillful, competent and successful in future life. In order to fulfill the demand of the society, researchers and scientists have been looking for different means of solving this problem. Among them are the so-called “competence-centered tasks” (CCT) – the tasks, which aim is not only to deepen the knowledge of our students, but to develop their skills, subskills, critical thinking and competences using such approaches as communicative, competency building approach, socio-cultural and so on [1, p. 18].

What's the difference between a competence-centered task and the one we are used to?

If we compare the following 2 tasks, will see that the second one motivates, creates a real life situation and makes students think:

<i>1. You are going to visit your granny who lives 120 km away from you. How much petrol do you need if you go by car (your car needs 5 l per 100 km)?</i>	<i>2. You are going to visit your granny who lives far away from you. On Saturday evening you left your house and went there by car. You've already passed 2/3 of your route. Suddenly you notice that only 1/4 of petrol is left. At the beginning of the journey your tank was half full. Do you think that you've got a problem now?</i>
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It happens due to the special structure of the competence-centered task, which should meet the following requirements while being created for students:

1. Define: the situation and the competence.
2. Formulate: motivator and personal significance.
3. Provide: different sources of information, questions and instrument for assessment.
4. Remember: CCT is a task, which is based on a daily life situation, which can happen anywhere with anyone.

Moreover, competence-centered tasks help our students develop such key compe-

tences of the 21st century as:

- communicative;
- researching;
- cultural and informative;
- critical thinking and human values.

Here are the examples of competence-centers tasks, developing the above-mentioned competences:

1. Communicative competence – “Professions/Applying for a job”

“You’ve received a letter from your friend who is applying for a job and asks you to help with his application letter which he has enclosed. But smth has happened while opening the file and all parts of the letter are in disorder. Help your friend by giving advice and explanation on the reduction of his letter.”

2. Researching competence – “Means of communication / Mobile phones”

“Three different mobile companies have the following offers:

Offer	Payment	The cost of 1 minute
1.	9 rubles/month	0,3 r.
2.	15 rubles/month +450 minutes	0,28 roubleperminute(>450)
3.	40 p. rubles/month	0 r.

Choose the best variant if you are a businessman / a student/ a granny, etc. and explain why you’ve made this or that choice”.

“Money”

“Soon the second term of this school year is over and you’re going to have winter holidays and celebrate Christmas with your nearest and dearest. I’m absolutely sure that you’ll have a good time and try to do your best to help your parents in creating special Christmas atmosphere by decorating your house with lights, candles etc.

So, your parents (as they are busy at work) have asked you to help them buy a X-tree by shopping on-line. You are to:

- 1) *compare prices of the X-tree you like on different web-sites;*
- 2) *convert the price of the X-tree into BY and pay attention to the exchange rate of the currency in different Belarusian banks;*
- 3) *count the cost of additional expenses like delivery by post;*
- 4) *present the cheapest variant to your classmates (min 12 sentences).”*

3. Cultural and Informative competence – “Travelling”

“Together with your classmates you want to leave for Minsk in order to visit the exhibition from Madam Tuesso’s Museum. Using websites find out the price of the ticket if you go to Minsk by bus / by train and count how much money you’ll need for the trip if the fee for the exhibition is 30 roubles”.

4. Critical thinking and human values – “Family relationship”

A 15-year old Kate lives in the family of 4: her parents and a younger brother. Dad is a manager in a small company. His salary is enough to buy food, pay the bills and buy the necessities. Mum is on maternity leave. The girl studies in a secondary school and gets mostly such marks as “6” and “7”. But she claims: “I want to study

in gymnasium (it takes 1 hour to get there by car), visit language courses and wear a fir-coat as it's almost winter and I feel cold in it!"

Parents try to explain the girl that they can't afford all these things. As a result they have a row and the girl blame her parents in not fulfilling their obligations which are enlisted in Конвенция о правах ребенка, Article 27.

The task: find this Article and Articles 66-70 of Marriage and Family Code of the Republic of Belarus which will help to decide whether the girl is right or wrong. Compare the demands of the girl with the information in the Articles. Express your opinion on her position, give arguments.

Criteria for assessment:

- 1) Comment on Article 27 – 6 points
- 2) Compare and analyze the articles – 8 points
- 3) Make conclusions whether the girl was right in her complaints according to:
 - moral principles – 5 points;
 - her rights and the law – 5 points.

It's needless to say, that such tasks involve every student in activity, help to avoid boredom and provoke hot discussions. What is more, they can be used by teachers at different lessons, depending on their educational aim.

In general, competence-centered tasks prepare us for the future as they develop students' competences, stimulate the process of studying, motivate, and teach how to work in cooperation with all participants of educational process.

Литература

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The article is devoted to competence-centered tasks as an efficient means of key competence formation due to the implementation of competence approach as a methodological basis into the educational process of teaching English. Attention is drawn to the requirements and the structure of such tasks. Also a number of examples are given to illustrate how different competences are formed while studying certain communicative topics.

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**TEACHING ENGLISH FOR SPECIFIC PURPOSES:
A CORPUS-BASED RESEARCH**

In recent years there has been considerable growth in the number of English for Specific Purposes (ESP) language teachers who are trying to incorporate corpora in their teaching for corpora are useful tools for providing one of the most reliable sources of