

part dialogical unity (the complex unit of a dialogue representing combination of two speech acts on a thematic basis); 3) combining different types of micro-dialogue from two-part dialogical unities; 4) drawing up macro-dialogue; 5) motivated and free speech in a dialogue (“a free conversation”).

To master dialogic unities and develop them into micro- and macro-dialogue, the following exercises can be used: fill in the blanks in a dialogue lines; expand the lines in a dialogue according to the context; make up a dialogue based on the topic, keywords and taking into account a certain communicative task, etc.

At an advanced stage of secondary school, drama-training exercises are quite effective. They contribute to the formation of skills of spontaneous conversation, which is based on the ability to coordinate speech behavior in a foreign language with arbitrary actions. In these exercises, actions are presented in the form of a solution to a problem, which involves the definition of some initial source data: the general characteristics of actions, the characteristics of the depicted persons, circumstances, motives, etc. At the beginning of the solution of the task-action, the program for its execution is synthesized. During the process of solving the task, additional circumstances are introduced in order to stimulate the students’ speech and influence the course of the decision.

Conclusion. The organization of educational activity on the basis of communicative sketches is a way to combine verbal as well as visual training, at the same time all types of memory get into active gear. For learning a foreign language it is an opportunity to satisfy the requirements, to show and develop speech and creative abilities in practical activities: dance, song, recitation, etc. At the same time, all obvious advantages of dramatization demand its reasonable combination to other traditional and non-traditional methods taking into account the purposes and problems of a lesson, the contents of a teaching material and curriculum, social and psychological features of educational audience.

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TEACHING ESP READING TO MASTER’S DEGREE STUDENTS

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Nowadays English is known as language of international communication. It allows clear communication among all areas such as business, economics, science, technology, politics, etc. Therefore, language mastering is an initial key for Master’s degree students to achieve the main goal of their studies – to become highly qualified professionals. Additionally, learning ESP (English for

Specific Purposes) provides wide opportunities for working with large variety of sources for the Master's degree dissertation. In order to choose necessary resources it is important to have well-developed reading skills. Reading in this case is a crucial way to get information and developing reading skills becomes an important goal of teaching ESP.

The aim of our research is to find out how reading professionally-oriented texts improves Master's degree students' ESP level.

Material and methods. The research is based on the articles devoted to the problems of teaching ESP to students of non-linguistic specialties and works of many other scientists such as V. Bukhbinder, Yu. Kovalova, H. Kravchuk, R. K. Kusko, Martynova, O. Morozova, A. Operenko. The main methods used include: the descriptive method, the method of the analysis and synthesis of information and generalization.

Findings and their discussion. It is evident that job-related texts are inseparable part of ESP teaching and learning curriculum. They are first of all "means of making up and development of professional language knack" [2, p. 17]. Thus, professionally-oriented texts enable teachers to organize the learning process in a meaningful and communicative way and give valuable practice in the development of integrated language skills.

At the beginning of working with authentic job-related texts it is crucial to build a sense of language, an ability to grasp general information from the text.

The process of working on professionally-oriented texts should follow the well-established sequence of stages including pre-text, text and post-text ones.

The aim of the *pre-text stage* is getting acquainted with the words and predicting the meaning and the theme of the text based on a headline.

Possible pre-text exercises:

- a. Guessing the meaning of the following words and checking pronunciation.
- b. Looking up the meaning of bold words and phrases.
- c. Brainstorming: What is your understanding of the words below?
- d. Matching words with their definitions, translation, pictures.
- e. Grammar exercises aimed at removing difficulties with understanding while reading, etc.

The aim of the *text stage* is grasping the general and detailed information.

Possible text exercises:

- a. Reading the text.
- b. Scanning the large extracts.
- c. Translating.
- d. Filling the gaps while reading.
- e. Matching each paragraph with the appropriate headline.
- f. Answering questions on general understanding of the paragraph.
- g. Writing down difficult words while reading.
- h. Identifying specific grammar constructions, etc.

The aim of the *post-text stage* is to check the comprehension of the written information and to develop context-based communicative skills.

Possible post-text exercises:

- a. Agreeing or disagreeing with the following statements.
- b. Completing the sentences with missing information.
- c. Answering reading comprehension questions.
- d. Drawing up a plan.
- e. Rendering and summarizing the text.
- f. Expressing your ideas on the problems stated in the text.

Reading professionally-oriented texts nurtures utterly important for Master's degree students' qualities:

- possession of linguistic professional knowledge,
- being ready for professional verbal interaction,
- being ready for creative professional activity [1].

Conclusion. To sum up it should be stated that professionally-oriented texts serve as a main source of teaching ESP. The process of reading such texts influences the development of students' professional communicative competence in scientific areas and research activities.

Teaching ESP reading to Master's degree students improves active and creative personalities of future scientists able to use the linguistic knowledge in job-related activities and varied areas of science and industry such as conducting research, writing scientific articles, making conference presentations, and writing Master's degree dissertation. It also fosters the development of multilingual personality able to observe native and foreign cultures.

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INFLUENCE OF MATHEMATICAL COMPETITIONS ON THE LEARNING PROCESS OF STUDENTS OF THE SPECIALTY «TRANSPORT LOGISTICS»

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The learning process is one of the most important stages in the life of each person. Studying at the university is a doubly crucial stage. Knowledge gained at the university becomes the basis of future professional activity. Nowadays,