

camouflage the phenomenon that is troublesome and not in favour of the addresser.

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**DEVELOPING TAILOR-MADE MATERIALS FOR  
THE STUDENTS OF MANAGEMENT AND  
ECONOMICS DEPARTMENT**

**ПРОБЛЕМА ОТБОРА И АДАПТАЦИИ  
МАТЕРИАЛОВ ДЛЯ СТУДЕНТОВ,  
ИЗУЧАЮЩИХ ЭКОНОМИКУ И МЕНЕДЖМЕНТ**

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*Keywords: management, economics, tailor-made, intercultural communicative competence, English for Specific Purposes.*

*Ключевые слова: менеджмент, экономика, индивидуальный подход, межкультурная коммуникативная компетентность, английский для специальных целей.*

*Abstract. English has taken over as the primary language used for worldwide communication in the age of globalization, when individuals from all over the world share information on a regular basis. As a result, there is a growing need for high-quality English language instruction, particularly for English for specific purposes (ESP), where teachers must deal with both the issues of intercultural communicative competence and the specific terminology and skills required of professional intercourse. Utilizing resources created specifically for publishing the book, *Stretch Opportunities: Skills and Language for Your Future Career*, with the co-authors (colleagues of Foreign Languages Chair 1), the following prerequisites and objectives are achieved: ESP materials design*

*outlining the objectives, methods, structure and the topic coverage of the text book for the students majoring in management and economics; consider learner's processes, cognition and the target resulted in the context and language adaptation that will suit the specific needs of their future or current jobs.*

*Аннотация. В эпоху глобализации, когда люди со всего мира регулярно обмениваются информацией, английский язык стал основным языком международного общения. В результате растет потребность в высококачественном обучении английскому языку, особенно английскому для специальных целей (ESP), где преподавателям приходится решать как вопросы межкультурной коммуникативной компетенции, так и специфической терминологии и навыков, необходимых для профессионального общения. Используя ресурсы, созданные специально для публикации книги «Расширенные возможности: навыки и язык для вашей будущей карьеры», совместно с соавторами (коллегами кафедры иностранных языков № 1 РЭУ им. Г.В. Плеханова) достигнуты следующие предпосылки и цели: осуществить отбор материалов ESP этого учебника, (цель, методология, структура и охват тем для студентов, специализирующихся в области менеджмента и экономики); с учетом индивидуальных познавательных потребностей произвести индивидуальный отбор и адаптацию данных материалов для их будущей или текущей работы.*

Over a decade ago, General English was taught to students studying for various professions, but this was not always helpful in real-life situations. Language theory developments led to the emergence of English for Specific Purposes (ESP) in the late 1960s, which has undergone rapid development. ESP can be divided into two main types: EAP (English for Academic Purposes) and EOP/EVP/VESL (English for Occupational Purposes/English for Vocational Purposes/Vocational English as a Second Language). English has become the main language of international communication, and students are taught ESP, focusing on their working environments and purpose [1,503].

ESP studies and courses are essential for various professions, focusing on language skills, structures, functions, and vocabulary needed by the target group in their professional and vocational environment. Materials selection, adaptation, and writing are critical areas in ESP teaching, providing students with knowledge they will need in their future business life. Materials should be subject-specific, focusing on a particular job or industry. It should be emphasized, however, that ESP is "not a particular kind of language or methodology," as Hutchinson and Waters [2, 19] state, but rather "an approach to language learning, which is based on learner need." and should be mixed use of general and subject-specific materials.

ESP is student-centered, and materials should be chosen based on the learners' needs, language knowledge, and target level. Students' considerations include usefulness, curiosity, relevance, and fun activities. In-house generated content is particularly beneficial as it is necessarily more accurately oriented to the needs of students than published information, as Sheerin [3, 25] points out. Tailor-made materials give students activities that meet the unique demands of their future or existing occupations. Thus, teachers should prioritize choosing and/or designing activities that will most closely mimic the learners' real-life business scenarios when deciding what tasks to include in ESP materials.

The decision on whether to use readily available textbooks or tailor-made materials is based on the learners' subject area [4, 5]. Teachers often adapt commercial textbooks to the specific needs of the subject area and students' language awareness, or prepare in-house materials if no suitable printed materials are available. Tailor-made materials allow teachers to decide on combinations of vocabulary, functions, and structures, and introduce relevant vocabulary and related functions and structures.

It is important to note that the number of resources created specifically for ESP in Russian higher education institutions is rather significant. This is mostly because professors in these institutions go above and above to meet the demands of the professional language they teach. To this aim, they either modify commercial textbooks to the individual subject area's demands and the degree of students' linguistic knowledge, or they create their own materials if there are no relevant printed resources on the market.

Another motive for creating ESP teaching materials is to simply enhance an institution's or a teacher's reputation as a visible and material result of their work. Though we should keep in mind that course materials that are suitable for one ESP course could not be as effective for other ESP courses that are comparable [5, 145].

Looking back on the process of creating tailor-made course books, we saw that it had three steps: determining the course materials that were relevant, choosing the way to employ authentic texts, and then coming up with real-world tasks. The selection of topics particularly address the requirements of the students and is pertinent to the major areas of management theory such as E-commerce, building brands, innovation, employee relations, etc. Regarding the topic's authenticity, all materials were sourced from reliable, current business publications, newspapers, and company websites, for example *The Economist*, *Harvard Business Review*, *The Guardian*, *CFO Magazine*, Ted talks, etc. In addition, we can observe that using tailor-made materials for the students who major in economics and management, results in a far greater degree of satisfying students' expectations from the course. The choice of materials is first determined by the needs of the labor market, then by the requirements of the country's business environment and economical situation, and finally by the requirements and background of the student [6]. According to Haycraft [7, 127],

some of the most important considerations are as follows: the course length, target audience, useful vocabulary in current use, “visually alive” and well-presented materials.

The textbook «Stretch Opportunities: Skills and Language for Your Future Career» by V. Goncharova, E. Maslova, V. Midova, E. Minasyan represents a concrete measure of progress and achievement throughout the book, as well as a logical whole and sequence of units that enable students to see and evaluate their progress [8].

Following the same framework, each unit comprises pre-reading topic-related questions and quotes to help the student to exchange some ideas, views referring to that theme; vocabulary exercises, which give explanation or definition of some words, phrases that are either newly coined or have specific meaning in that given context; comprehension section checks the understanding of the listening part, focusing learners attention on key points and encouraging to speak out; language practice checks how cohesive and coherent students are in their written discourse, oral work with a range of business cases improves their intercommunicating, brainstorming and decision-making skills, and the last section – writing tasks, provides them an opportunity to develop their business writing.

In conclusion, it is possible to say that ESP educators should learn to write the course books tailored to the needs of particular students. No matter how excellent ESP resources are, they should allow for some flexibility as it helps both teachers and students achieve course objectives, relate closely to their specific skills and content needs, and motivate them.

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**EDUCATIONAL INFORMATION AND  
COMMUNICATION TECHNOLOGIES FOR  
TEACHING FOREIGN LANGUAGES TO STUDENTS  
MAJORING IN INFORMATION TECHNOLOGIES:  
OVERVIEW AND APPLICATIONS**

**ИННОВАЦИОННЫЕ ИНФОРМАЦИОННО-  
КОММУНИКАЦИОННЫЕ ТЕХНОЛОГИИ В  
ПРЕПОДАВАНИИ ИНОСТРАННЫХ ЯЗЫКОВ  
СТУДЕНТАМ ИТ-СПЕЦИАЛЬНОСТЕЙ: ОБЗОР И  
ПРАКТИКА ИСПОЛЬЗОВАНИЯ**

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*Keywords: foreign languages teaching, educational ICT.*

*Ключевые слова: обучение иностранному языку, образовательные ИКТ.*

*Abstract. The article presents the overview of cutting-edge educational information and communication technologies used by the lecturers of the Department of Cross-Cultural Professional Communication of the Faculty of Engineering and Economics of the Belarusian State University of Informatics and Radioelectronics for teaching foreign languages to the undergraduate students of the first stage of higher education receiving a bachelor's degree in information technologies.*

*Аннотация. В статье представлен обзор современных образовательных информационно-коммуникационных технологий, используемых в обучении студентов ИТ-специальностей первой ступени высшего образования (бакалавриат) иностранным языкам на кафедре*