

make well-founded and effective management decisions in personnel policy and social activity. Measures to improve the social efficiency (in particular in relation to personnel) can be economically justified and integrated into the planning and forecasting. The experience of foreign countries should serve as a basis for the formation of own institution of social responsibility and accountability. We can't exclude the specific features of the Belarusian economy, as related to the historical, geopolitical factor, and with the mentality of the Belarusian society. Consolidation of international experience and specific features of the domestic economy will help build a system of social reporting, adequately reflecting the social activity, synchronized with the international practice of social responsibility, which will bring a number benefits for organization in the short and long term.

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## **LANGUAGE ACQUISITION VS LANGUAGE LEARNING**

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According to linguists there is an important distinction between language acquisition and language learning. Children acquire their mother tongue through interaction with their parents and the environment that surrounds them. Their need to communicate paves the way for language acquisition to take place. As experts suggest, there is an innate capacity in every human being to acquire language.

By the time a child is five years old, s/he can express ideas clearly and almost perfectly from the point of view of language and grammar. Although parents never sit with children to explain to them the workings of the language, their utterances show a superb command of intricate rules and patterns that would drive an adult crazy if s/he tried to memorize them and use them accurately. This suggests that it is through exposure to the language and meaningful communication that a first language is acquired, without the need of systematic studies of any kind. When it comes to second language learning in children, you will notice that this happens almost identically to their first language acquisition. And even teachers focus more on the communicative aspect of the language rather than on just rules and patterns for the children to repeat and memorize. In order to acquire language, the learner needs a source of natural communication.

The emphasis is on the text of the communication and not on the form. Young students who are in the process of acquiring a second language get plenty of "on the job" practice. They readily acquire the language to communicate with classmates. We can see this tendency in which second language teachers are quite aware of the importance of communication in young learners and their inability to memorize rules consciously (although they will definitely acquire them through a hands-on approach just as they did with their mother tongue).

Adults, in contrast, when trying to learn a second language, are usually presented with a myriad of grammar rules and patterns to master from the very first class. In almost all cases, courses revolve around grammar, patterns, repetitions, drillings and rote memorization without even a human interlocutor to interact with. The very same courses that promise you language independence and the ability to communicate upon completion of the courses do not offer you a single chance to engage in meaningful conversations. How could you be expected to communicate if you are never given the chance to speak with a real person? Language without real communication is useless.

It is said by advocates of these procedures, that their cognitive development cannot be equalled to that of a child and that statement is very true indeed. However, the fact that there are important cognitive and developmental differences between children and adults does not by any means imply that language should be presented devoid of any meaning as a rigid set of rules and patterns which are essential to master. Advocates of this school have the perception that every single piece of the puzzle they teach (i.e. a certain pattern, rule, tense, etc) is going to be inserted into the big picture one day and the puzzle will be perfectly complete for the student to see and use. In reality, students simply receive piece after piece after piece of a big something that they are never able to tell what it is or when they will be able to see it, if ever.

Have you ever tried to make a really big puzzle without an overall picture of what it would look like when finished? If you have, you will have noticed that it may be a very frustrating and draining activity, with no clear goals and objectives. Every effort you make seems to be meaningless and you usually feel like drifting around aimlessly and purposelessly. Isn't it part and parcel of the Second language teaching profession to find thousands of adult learners who could recite a grammar book by heart but nevertheless are unable to communicate basic ideas naturally and fluently if it is that they can communicate them at all?

This, of course, does not have any resemblance to the way in which a first language is acquired. Nor does it mean that children and adults acquire a first and a second language in precisely the same way. There are obvious differences among children and adults learning a second language.

However, a quick look at present-day language courses clearly shows that this is not the case at all. You will see from the very first lesson, that the students have laundry lists of words to master and memorize, grammar, vocabulary, grammar and more vocabulary to make them feel they can even "touch" the language, those pretty "tangible" patterns they learn lesson after lesson that make them feel so secure and confident. The truth is, in the vast majority of cases, that whenever presented with a real situation in which they have to use the language, more often than not they dry up and are unable to utter two coherent phrases altogether. They cannot be expected to produce something different, something communicative if what they are trained to do exclusively is grammar, repetitions and drills, The magic "click" that is supposed to take place in the students' brains after constant hammering and repetition apparently never takes place or if it does, in the best of cases, it is in less than 2 per cent of the learners. They can fill in the blanks on a grammar page. Research has shown,

however, that knowing grammar rules does not necessarily result in good speaking or writing. A student who has memorized the rules of the language may be able to succeed on a standardized test of English language but may not be able to speak or write correctly.

Language learning as seen today is not communicative. It is the result of direct instruction in the rules of language. And it certainly is not an age-appropriate activity for your young learners - as it is not for adults either. In language learning, students have conscious knowledge of the new language and can talk about that knowledge.

Pragmatic results clearly show that a grammar based approach to teaching a language is highly ineffective since language per definition entails communication. Until we come to understand this simple fact, we will keep seeing students dropping out of their language studies because "they are too hard for them, they are not cut out to learn a second language" and statements like these. And they may be true... They do not need to learn a second language. Then need to acquire it in all the senses of the word.

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## **THE METHOD INDICATING AN INTEGRAL LEVEL OF STAFF APPRAISAL**

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At present the labour potential of any organization is a key factor for producing competitive goods and providing quality services.

As a rule the basic elements of the labour potential are not only the structure of labour resources, the system of formation, training and staff development, stimulation of labour activity and maintenance of workers at the company but also staff assessment (competence, the ability to organize and plan work clearly, responsibility, independence, initiative, ability to master and use new methods at work, capacity for work, ability to maintain relationships with other workers, etc.).

In this regard, personal evaluation should be taken into account, especially quantitative and qualitative factors such as vocational qualification level, professional qualities and the complexity of the functions; indexes of works, and also their rhythm.

The estimated coefficient of vocational qualification level is suggested to determine by using the formula of  $K_{\text{нкв}} = (O_o + O_s + O_{\text{пм}}) : \sum O_{\text{max}}$ , where  $O_o$ - is an estimation of education;  $O_s$ - is evaluation of work experience;  $O_{\text{пм}}$ - is the level of active participation in the system of improvement of professional skills;  $\sum O_{\text{max}} = 2$  - is the maximum amount of points in the evaluation of three groups of signs, Table 1.