Подлинно-коммуникативные задания направлены на совершенствование речевых навыков и отличаются гибким управлением преподавателем речевой деятельности студентов: студентам предоставляется свобода выбора содержанием общения и средств его выражения. Так, в данной ситуации убеждения управляющего в мерах по улучшению бизнеса развитие дискурсивной компетенции осуществляется аргументацией необходимости построения презентации с учётом особенностей социальных групп потребителей, степени их информированности о предлагаемых товаров фирмы и других ситуативно-релевантных факторов.

Таким образом, использование системы упражнений и заданий по развитию иноязычной коммуникативной компетенции студентов в рамках коммуникативно-ситуативного профессионально-ориентированного обучения позволяет оптимально организовать учебный процесс с опорой на использование коммуникативной ситуации как базовую единицу овладения основами межкультурного взаимодействия. При этом основную задачу мы видим в создании соответствующих учебно-методических пособий и разработок по основным разделам и темам, заложенных в программе обучения студентов-старшекурсников экономических специальностей.

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A REFLECTIVE MODEL OF PEER OBSERVATION AS A BASIS FOR TEACHER DEVELOPMENT

The recent interest at all levels of education in the accountability of the teacher and teacher development has led to the widespread implementation of various models of observation. These management techniques have strong educational justification behind them and can have a very positive effect on job satisfaction and staff development. However many of these have been reduced to the level of a routine administrative procedure. The purpose of this paper is to examine reflective models of peer observation at tertiary level and their influence on teacher development. With regard to this the following priority tasks were determined: to explore attitudes to peer observation in British ELT methodology and teaching practice, identify its various models and their objectives, and propose alternative models based on the concept of the reflective approach..

Some of the evidence shows that peer observation is frequently carried out for purposes of appraisal or judgement of the observed, and can be detrimental both to teacher confidence and to a supportive teaching environment. Furthermore, this approach seems to have little value for active teacher development, since the focus is on being developed, rather than on self-awareness and self development. Peer observation, therefore, should not

be a vehicle for the evaluation of others on the basis of our assumptions, but a reassessment of those assumptions on the basis of their teaching.

The use of peer observation which can be seen in several different models in ELT context is the subject of this article. Through the analysis of British theory and practice in this area peer observation models may be sub-divided into three groups: appraisal (models 1, 2), supportive (models 3-5) and reflective ones (models 6, 7). A close look at these models is presented further.

Model 1: Merit assessment, where teacher accountability through peer observation of teaching was linked to pay. The scheme collapsed because of teacher and union opposition.

Model 2: Peer observation models, linked to appraisal. The most common reaction of teachers seems to be that this is a procedure imposed from above and over which they have no control. For this reason it is carried out with a minimum of commitment and reflection.

Such models have many weaknesses, and have been widely criticised, notably for their judgemental and threatening nature [Wajnryb 1992, p.98].Unless they are accepted by the staff, the only relevance of these schemes is likely to be to accountability, rather than to genuine teacher development. There are, furthermore, many strong educational arguments against these models.

Many teachers have observed lessons, and have in their turn been observed. Their roles in these two activities are radically different. When observing, their role is to learn from others, and when been observed they are being assessed. Most teachers, however, who seldom observed, or been observed by their peers, are uncertain whether their role is to assess and to judge, or to learn.

This uncertainty became clear to me in a recent discussion on the implementation of peer observation in our department at the Ukrainian academy of banking. A number of comments revealed that many of those present saw the exercise as threatening or critical, and assumed that the observer was making some form of assessment on the performance of the teacher. However, my contention is that they all arise from a false view of what the objective of peer observation should be.

In the above contexts, the teacher's role is passive. There is an emphasis on teachers being observed, and being told about their teaching, rather than a process of active self-development through reflection, and self-awareness. It is debatable to what extent teachers will improve their performance in the classroom from being told what is wrong with their teaching; a very natural and common reaction would be for them to become defensive, and resist any further suggestions. It is also important to realise that teaching styles and methods are very subjective, and that, despite much research, so far there has been no proof that any one method or style of teaching is significantly more successful than others [Ellis 1994, p.124]. It seems to me, therefore, not only that we are unqualified to judge our peers, but also that our judgements are subjective, and therefore of limited and questionable value to anyone other than ourselves.

As one of the buzz terms for the 1990s in British methodology was 'team building', the aim was and is to work together to improve team and individual performance and confidence, and to give mutual support in the face of external judgements and assessment.. Good teachers need not only knowledge but enthusiasm, confidence, self-value, and a desire to grow professionally. A commitment to mutual support was realised through three 'supportive' models:

Model 3: Colleagues observe each other against a background of agreed criteria. This is followed by constructive feedback and discussion: 'The aim of the observation is to help improve the skills of the observed, therefore quality feedback is essential.' [Fullerton 1993, p.82]

Model 4: Pair mentoring. Two teachers observe each other's lessons, discussing areas of mutual interest, and planning future strategies [Whisker 1996, p.65]. This is less threatening, but limits awareness of other teaching styles to just one teacher.

Model 5: Lessons are videoed. Teachers watch extracts from lessons, relate these to agreed criteria, discuss, and propose future developments. [Claydon and McDowell 1993, p.23]

These models, if well-implemented, are much more constructive than models 1 and 2. They usually emphasize the importance of trust, supportiveness, and the recognition and development of good practice, rather than the locating and correcting of bad practice. They are, nonetheless, still based on the assumption that people improve and develop best through the comments and knowledge of others. This may be true at the initial training stage, although even then reflection and self-awareness can be vital, but I contend that for experienced teachers this is not the case, since genuine development comes about through self-awareness, reflection, and open-mindedness to other approaches and styles. The observation process itself can play a crucial role in preventing teachers from becoming routinized and isolated .It would therefore seem beneficial to widen that experience. The emphasis in a reflective approach, however, is very different.

In a reflective context, peer observation is carried out in order to encourage self-reflection and self-awareness about our own teaching. The focus is on the teachers own development, rather than on any presumed ability to develop the teaching of peers or colleagues. Those of us who have observed in this spirit know that there is a great deal to be learnt by reassessing our teaching in the light of other teaching styles. It stimulates awareness, reflection, and a questioning approach, it may also make us aware of exciting techniques that we are temperamentally unable to implement. If, as sometimes happens, a teacher is totally lacking in self-awareness and self-criticism, there would seem to be little chance of any approach helping them to become a good teacher.

Two possible models of reflective observation have been revealed through the analysis of Jill Cosh's findings.

Model 6: An area of general interest or potential problem is selected, e.g. variety and pacing. Teachers observe a class, and fill in an observation task sheet or feedback sheet about ideas generated, and any possible further action for their development. A workshop is then held where everyone discusses the topic.

Model 7: Each teacher observes a class on an area relevant to his/her own concerns and area of teaching. There could be a bank of questions, criteria, or observation sheets to focus on and promote ideas.

In their particular case of implementation of these two models it was decided to use a simple feedback sheet for the observer to record what has been learnt from the observation. The role of the sheet was both to clarify ideas, and to make suggestions for future staff development in the area of workshops, seminars or demonstrations. The author points out that the anonymity of the observed should be respected unless the observers wish them to demonstrate or explain some example of good practice with their agreement. She hopes this will lead to other staff development such as enquiry into theory, courses, conferences, and to an atmosphere of enthusiasm about the processes of teaching and learning [Cosh 1999, p.26].

It is important to note that the size of department or institution, and the similarity or otherwise of areas of teaching will influence whether these models are carried out jointly by the whole group of teachers or in smaller groups. There is also a need for a co-ordinator to make sure that insights are shared, good practice is disseminated, and that the scheme doesn't die through inertia. We have decided to transfer these ideas and practices into Ukrainian context. After a year in operation the models will be evaluated by all involved, and any refinements or alterations made.

In conclusion, I would argue towards a view of the experienced teacher as professional, with autonomy and independence, as the initiator of his/her own development, rather than as a skilled person dependent on development by others. The art of teaching can best be developed by a 'reflective' view. This includes reflection in action- the ability to make decisions and adapt during the process, and creative reflection-examining and assessing of our own values and beliefs in the light of the theories and practice of others [Cosh 1999, p.27].Thus, observation becomes not a vehicle for the judgement of others on the basis of our own assumptions, but an assessment of those assumptions on the basis of their teaching. and results in our continuous professional growth and development.

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ФОРМИРОВАНИЕ ИНОЯЗЫЧНОЙ КОММУНИКАТИВНОЙ КОМПЕТЕНТНОСТИ СТУДЕНТОВ НЕЯЗЫКОВЫХ ВУЗОВ

Развитие образования в условиях усиления экономической, политической и культурной интеграции стран приводит к объективной интернационализации современного образования, перед которым встает задача формирования личности на базе общечеловеческих ценностей, готовой к сотрудничеству и коммуникации с представителями других стран. Расширение международного делового сотрудничества требует от современного специалиста владения иностранным языком на принципиально новом уровне – как инструментом профессиональной межкультурной коммуникации. Нормативные документы Украины об образовании подтверждают данный факт, подчеркивая необходимость усиления роли иностранных языков в процессе переоценки ценностей, изменения приоритетов, духовного совершенствования личности, а происходящее на современном этапе усовершенствование целей и задач обучения иностранным языкам, вызванное к жизни новыми социально-экономическими и культурными реалиями в Украине, создает необходимые предпосылки для организации обучения, сконцентрированного на ученике, т.к.

требует, чтобы обучение иностранным языкам:

- способствовало формированию современной, самостоятельно мыслящей личности, свободной от предрассудков и готовой к диалогу с представителями других национальных культур;
- развивало у учащихся умение социального взаимодействия, предполагающего свободное выражение своего мнения, умение аргументировать свои взгляды и убеждения, а также умения понимать оппонента, принимая или не принимая его.

Как показывают исследования, возможность продвижения высшей школы на пути решения этих задач обеспечивается за счет придания большей культурной направленности как образовательному процессу в целом, так и обучению иностранным языкам в частности.