

## ABSTRACTS

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### **THE LEARNING CONTENT AND ITS PRACTICAL SELECTION IN TEACHING BUSINESS TELEPHONING IN ENGLISH TO STUDENTS MAJORING IN ECONOMICS**

The article discusses the method developed by the authors and elaborated for selecting the learning content for teaching business telephoning in English to students majoring in Economics. The components of that content are analyzed, as well as the criteria and procedure of selecting such components and the practical selection results.

The components of learning content are considered as including: communication skills in business telephoning; the language material and socio-cultural and pragmatic knowledge on the basis of which such skills are developed; the speech materials (texts for reading and listening) serving as a source for the language material and socio-cultural and pragmatic knowledge; topics and situations of communication that are embodied in the selected speech materials.

The criteria of those components selection are the criteria of probability and cultural exemplification (for selecting topics and situations of communication), the criteria of typicality, frequency of use, authenticity of speech samples, and cultural exemplification (for selecting the speech materials, the language material, and socio-cultural and pragmatic knowledge). The criteria of coverage and cultural exemplification were used for selecting the communicative skills to be acquired by students.

The procedure of selection is designed as the «down-top» process: beginning from selecting topics and situations of communication (on the basis of surveying the specialists' needs by way of questioning them), then proceeding to selecting the speech materials and, from them, the language material and socio-cultural and pragmatic knowledge, and finalizing by selecting the communication skills that derive from all the content selected previously and that are to be acquired by the students.

The results of such practical selection are demonstrated and discussed.

*Key words: methodology, pedagogical technology, methodological levels, methodological approaches.*