Эффективная научная и деловая коммуникация невозможна без знания правил и приемов подготовки публичного выступления, стратегий и тактик речевого поведения, выработанных навыков ведения диалога, дискуссии и т. д. Темы, предлагаемые для составления ораторской речи, должны быть близки студентам, например, *«Нейросети: зло или благо?»,* *«Как изменят мир технологии будущего?»* и под. Бакалаврам необходимо не только подготовить выступление, но и сделать видеозапись для последующего самоанализа.

Таким образом, благодаря выполнению семестровых заданий происходит расширение и углубление знаний обучающихся в процессе изучения вопросов, связанных с культурой речи, овладения нормами русского литературного языка, развития навыков грамотной устной и письменной коммуникации.

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Task-based approach: for and against

This paper deals with the problem how to motivate students to learn the English language. We refer to task-based approach. We focus on different types of tasks that help students improve their knowledge of English through communication and collaboration with others. We observe how to plan the lesson using six types of tasks to improve speaking skills, get a foreign language fluency in an easy and an exciting way.

Keywords: task-based learning; task; communicative approach; collaboration; facilitator.

The tasks take the central part in the learning activity. Task-based approach was first introduced by N. Prabhu [2]. It is focused on the idea that effective learning is only possible when students pay attention to the language task, but not on the language.

The first researchers of task-based approach are N.S. Prabhu, D. Nunan and J. Willis. They wanted to find an alternative for teachers of English who were eager to change the way they taught the English language.

D. Nunan uses the word «task» instead of «activity». He defines a task as «a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form» [1].

J. Willis says «the aim of tasks is to create a real purpose for language use and to provide a natural context for language study» [3]. In the model of task-based learning described by Jane Willis, the traditional lesson, including presentation, practice, production has changed greatly. The students start with the task.

The model of task-based learning has three parts: pre-task, task cycle and language focus. The topic and the tasks are given to learners at the pre-task phase, students try to catch the explanations. In the task cycle students do the task in pairs while the teacher monitors. Students start preparing to report to the whole group and some pairs present their tasks or exchange the information and compare the results. The teacher's feedback comes when the learners need it to fulfil the task. The final part is language focus. Now students practice words, phrases patterns and drills. In this approach tasks are considered as things that people do in everyday life.

Willis proposes six types of tasks in task-based teaching:

1. Listing tasks. Students create a list of items, people, places, actions, questions or topics (a list of holiday activities, questions for a hotel manager, things they can find in different places, such as in a wardrobe, in a bathroom, on the beach).

2. Sorting and ordering. Learners work in pairs and make a list of things in order of importance (the best ways to learn English, the best kinds of travelling). Then students rank the items by importance, taking into account their interests or values).

3. Comparing. Students match non-verbal texts or photos and their verbal descriptions, find similarities and differences between texts or photos, compare two stories, two pictures, two systems of education, different ways of drinking tea, coffee in some countries, how people travel).

4. Problem-solving. Learners can give a tip to solve any personal problem, can also create crosswords or predict the ending.

5. Sharing personal experience. Students share their opinions about interesting people, hobbies, discuss their points of view; describe their opinions about years in a kindergarten, terrible journeys and embarrassing moments.

6. Creative tasks. These tasks can differ from writing a letter, a poem, a song, a story, a play to creating a newspaper, a video, a plan, an excursion, a radio or a TV show [3].

Students of Tomsk polytechnic university who study English in a certain major (e.g., nuclear power, computer science) want to study particular topics in their field. Now we'll give an example of the task.

Global warming.

Investigate and discuss the causes and impacts of global warming, alternative sources of energy, decide if global warming is a myth or the truth. The following aspects can be discussed in regard to global warming. Consider these aspects in your groups: destruction of the ozone layer (the main problems and the solutions); acid rain (the causes of acid rain); deforestation (the reasons and the effects of destroying tropical rainforests); extinction of wild animals (species that are extinct and endangered species); water pollution (contamination by chemicals); there are no borders for waste (current situation); greenhouse effect (its impact on the environment). Students do Internet research on the chosen topic and create a presentation. They have to provide information on the topic. First learners select their own specific topic, study the vocabulary and create and present their topic. After the presentation students ask and answer the questions.

To improve speaking skills storytelling tasks can be used in the classroom, such as circle fairy tales; chain stories; picture stories; telling about something; describing feelings, emotions, opinions and attitudes to events; sharing experiences (Have you ever…flown by plane; had a pet; met a famous person; been to Moscow).

To practice grammar, e.g. present simple tense students conduct a survey. The survey can be about the most popular hobby or about spending their free time. Learners make questions, ask them to each other and prepare a report about the results of the survey, e.g. «One of us; two of us; none of us…».

The advantages of task-based learning (TBL).

1. A student is in the centre of the learning process, a teacher is a facilitator. Learners choose the content of the task and they are not afraid to make mistakes. Students take the leading role in the learning process; they choose not only the content, but also the linguistic forms while performing a task.

2. TBL can change the way of teaching from getting abstract knowledge to using necessary skills in a real life. Students can have live communication; they do not learn linguistic rules.

3. Language becomes a tool for learners, not a goal.

4. As a communicative approach is in the centre of attention, students spend most of time communicating.

5. TBL improves different skills.

6. It motivates students and makes lessons interesting.

The disadvantages of task-based learning.

1. Teachers can't imagine what language the students will use to complete the task, so it is almost impossible to plan the lesson, so the teacher must be flexible and sensitive to individual differences. Each student is unique and works in a different way. The teacher should offer a variety of activities which will suit learners' styles. The lesson is focused on the presenting of a task and the language used in the ESL classroom is provided by the activity of students completing the task.

2. TBL requires a lot of time to prepare a task and to complete it.

Doing the task can take more time than it was planned. If students need to prepare a play, an excursion, a radio or a TV show, they will do it after the class.

The present paper offered teachers and students some theoretical knowledge and practical exercises to understand what task-based learning is. Task-based learning is an approach to language learning where students are given interactive tasks. They become central components in the language classroom because the tasks provide better contexts to activate learner motivation and acquisition process. In order to do this, they have to communicate and collaborate with others. As soon as the task is done, the teacher discusses the language used. We have found out that this approach has more advantages than disadvantages and creates a more student-centred environment in the ESL classroom.

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Ракурс изучения синтаксиса онлайн-коммуникации *Web* 2.0

Web 2.0 предполагает участие пользователей в создании контента, что привело к сосуществованию в экосистеме онлайн коммуникации форм традиционного дискурса и нового типа дискурса, возникшего и существующего исключительно онлайн. Актуально сопоставительное изучение их синтаксических характеристик.

Ключевые слова: онлайн коммуникация *Web* 2.0; информационно-новостной онлайн дискурс; сопоставительное изучение синтаксиса; исконно цифровые медиа; онлайн версии традиционных медиа