

контексту, висловлення, в якому вживається цей вид уточнювальних конструкцій, набуває семантичної ємності; через контраст та протиставлення з'ясовуються певні аспекти позамовної діяльності, про які говорить автор. Тому, зазначений аспект вивчення уточнень є перспективним та потребує подальшого детального вивчення для встановлення закономірностей його функціонування.

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## THE SIMULATION METHOD AS A TECHNIQUE OF IMPROVING PROFESSIONAL COMMUNICATION SKILLS IN TEACHING ENGLISH FOR SPECIFIC PURPOSES TO FUTURE JOURNALISTS

*Introduction.* Nowadays Ukraine is increasingly adapting into the global information space, and thus the development of Ukrainian journalism is being affected by the global mass media situation. Accordingly, the knowledge of the English language is necessary for intercultural communication and the professional development of journalists. The simulation method enables to implement their new knowledge and skills in situations close to reality to simulate future professional activities.

*Review of recent research and publications.* The problem of using simulations for learning a foreign language was studied both by foreign and

Ukrainian scientists including: D. Tereshchuk, J. Lepsin, K. Wong, R. Davies, M. Kowalski. Along with this, the problem of using the simulation method as a technique of improving professional communication skills in teaching English for specific purposes (ESP) to future journalists is not examined sufficiently.

*Objective of the paper* is to clarify the definition of “professional communication skills” and the essence of the simulation method, to study the ways it can be used as a technique of improving professional communication skills in teaching ESP to future journalists.

*Results of the research.* The term “professional communication” is conceptualised very broadly as interactions which may take various forms and which take place in a context that is broadly related to work, and involve at least one participant who is engaged in some work-related activity. [4: 17] Accordingly, we consider professional communication skills as written and verbal communication skills used to effectively inform and persuade different audiences in different professional contexts.

There is little consensus on the terms used in the role playing and simulation literature. Just a few of the terms which are used, often interchangeably, are “simulation”, “game”, “role-play”, “simulation-game”, “role-play simulation”, and “role-playing game”. [2: 30] There does seem to be some agreement, however, that simulation is a broader concept than role playing. Thus, simulation method is defined as a didactic game that involves modelling various aspects of reality replacing real objects, processes and phenomena with their models during the students’ playback the complete professional activities. [1: 293]

Reasons for using the simulation method in teaching ESP to the future journalists include:

1. It helps to prepare students for professional communication by simulating reality in situations and in the various roles individuals must play in their own professional lives.

2. It can be used for assessment and feedback purposes at the end of a module or a term.

3. By simulating reality, it allows students to feel that they are really using the language for a professional communicative purpose.

4. It offers good listening practice and as a result develops professional listening skills.

5. It provides an opportunity for practicing the rules of social and professional behaviour and the various sociolinguistic elements of professional communication (as determined by roles, ages, topic, or situation).

Choosing an appropriate situation is a key to successful use of the simulation method in teaching ESP to future journalists. We offer situations which can be efficiently used to improve journalists’ professional communication skills:

1. Meetings in various situations. They are useful, versatile, and easy to simulate. You can easily adapt them to problem-solving situations. They work well

for the development of written and verbal communication skills. *For example, a preproduction meeting to plan the agenda for the new broadcast, including anything student can find particularly interesting in the news at the moment. The director of news and current affairs, the editor, the social affairs correspondent, the reporter and the camera operator have to choose the topic worth dedicating a whole program to and discuss the necessary pre-production proses.*

2. Interviews, TV talk shows, panel discussions, debates, and press conferences in which students take roles of journalists and famous or infamous people past or present. Topics for discussions can be controversial or even humorous. *For example, the debates between the candidates for the position of the mayor in our city. The debates are led by several well-known local journalists.*

3. Everyday professional situations such as greetings, small talks, phone calls. *For example, a phone call between a radio producer and a stringer to discuss the news list for the future broadcast.*

*Conclusion.* Using the simulation method in teaching ESP to future journalists develops English communicative competence as well as professional communication skills, which provides the ability to use the language effectively as a means of communication in a foreign language professional environment. Accordingly, it is important to develop and improve simulation educational games that are appropriate and effective in teaching ESP to future journalists.

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