

TOPICAL ASPECTS OF PROFESSIONAL EDUCATION

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Сегодня - студент, а завтра - соискатель

Student - Today, Applicant - Tomorrow

Ю.В.Агеева

J.V.Ageeva

Аннотация В статье говорится о необходимости обучения студентов-инофонов навыкам общения на собеседовании-интервью. Каждый студент является потенциальным работником и, следовательно, должен представлять себе всю коммуникативную картину данной речевой ситуации и развивать умение вербального самопредставления, примеряя на себя роль соискателя.

Ключевые слова собеседование, коммуникативная ситуация, обучение, русский язык как иностранный

Summary The article lets on the need to teach non-native Russian-speaking students the communication skills during a job interview. Each student is a potential employee. Consequently, students should envision a communicative picture of the present verbal situation and develop the skill of verbal self-presentation imagining themselves as job seekers.

Key words interview, communicative situation, teaching, Russian as a Foreign Language

While training a competitive professional one should consider that the main success criterion is a well-paid job placement with the prospects of career development. The first and, surely, a very important stage of this process is an interview with the recruitment officer who presents interests of the employer.

The last generations of students who study the Russian language in Russia are characterized by certain pragmatism that stipulates more active implementation of communicative technologies into teaching. The communicative technologies are designed for promotion of students' speech skills on the basis of linguistic knowledge in the sphere of professional instruction. In this regard a teacher of Russian as a foreign language should enrich the studying process at an advanced level with the tasks which model communicative situations from different areas of business communication.

The main goal of a teacher of the Russian language - to teach students how to use the acquired skills in the process of communication – implies the

clear vision of “communicative competence” as a methodological concept. In our point of view, the best definition of this concept is given by M.R. Lvov in the “Dictionary on methods of teaching Russian”: “Communicative competence is a term which defines the knowledge of the language (native and foreign), its phonetics, vocabulary, stylistics, culture of speech, the competent usage of these linguistic means and speech mechanisms – speaking, listening, reading, writing – within social, professional, cultural needs of a person” [1, p. 92–93]. This is one of the most important characteristics of a linguistic identity which is acquired as a result of natural speech activity and during the special training.

It is known that the communicative competence as a generic term includes several components: linguistic, verbal (sociolinguistic), discourse, strategic and sociocultural competences. When the communicative competence is presented in a certain professional area its discourse component becomes the most important among the others. It is essential to understand that the discourse competence is not only composition of logical and coherent texts but also “the knowledge of different discourse types and the rules of their formation, the skill to use the discourse types in accordance with the communicative situation and produce them taking into account extra-linguistic features of communicative situations, roles of the participants of the communicative situation, ways of their interaction...” [2, pp. 252–253].

We would like to describe the preparatory stage of the role game that models the communicative situation of job interviews. The interview as a communicative situation is universal. It does not depend on professional activities (can be used at speaking classes) although it may be a part of professional communication (for example, as a part of “Tourism” or “Business language” courses).

The teacher should clearly explain to the students all peculiarities of the given communicative act and emphasize that the job interview is the most important stage at work placement when CV was already reviewed and approved by future employer. It is necessary to present the structure of a standard job in-

terview.

Job Interview Structure

1. Establishing contacts. The goal of the interviewer is to create good company image and give an opportunity to relax for the job seeker.
2. Short conversation about the company.
3. Interview: the job seeker answers the questions and performs some situational tasks.
4. The job seeker is given an opportunity to ask questions to the interviewer.
5. Discussion of algorithm of further interaction [3, p. 3].

The process of immediate preparation to the role game includes some stages. The first stage involves studying of vocabulary (adjectives-characteristics, terms, abbreviations, nomenclature, etc.) and definitions. Students look at the job advertisements from different travel agencies: requirements, responsibilities, professional skills, self-presentation in case of lack of working experience. The samples of oral and written speech models, material for analysis, lexical and grammatical minimum are introduced through texts of real job ads. It is important that the texts are not adapted. In this case under the communicative approach the text is considered to be a material for teaching speaking, as well as the initial and the final element of studying.

The further stage is dedicated to dialogues – live communicative acts: listening and reading dialogues-interviews, work with vocabulary and grammar, definition of main communicative tactics of the dialogue participants. The teacher should make the students aware of some “extra-linguistic” competences such as gestures, behavior, and appearance.

This is followed by listening exercises in the form of dialogues and tests. It allows using all skills connected with communicative speaking skills.

Surely, in order to form the communicative situation which resembles the natural one the teacher of the Russian language has to be highly qualified, take into account psychological features and creative potential of the student group

and its participants.

The teacher as a manager of a studying process should prepare students to the game linguistically and psychologically:

1. Describe the situation in details.
2. Distribute the roles and explain the goals to each student.
3. Present the verbal behavior program (define the strategic lines of each participant).

For example, in our case it is:

Description of the situation: A candidate for the position of a tourist manager came to the job interview in a travel agency. He/she is going to discuss with HR manager the open vacancy and take part in the competition. During the interview the employer asks questions concerning the job seeker's education, working experience, skills and knowledge. The personal questions (life goals, aspirations, plans, and achievements in the future) are also possible.

The role of the employer: the representative of a travel agency who is responsible for holding an interview with job seekers for the position of a tourist manager. The students should understand that it is a dominant role in the dialogue which realizes the main communicative strategies and tactics of dialogue («control over initiative» strategy, tactics of opening and ending dialogues, etc.).

The strategic goal is to get as much information as possible from the job seeker concerning his/her professional skills, working experience and personal qualities; to find out to what extent the candidate is suitable for the position.

Program of verbal behavior: to try to establish an immediate contact with the job seeker and create favourable ambience for the dialogue; to find out to what extent the candidate is suitable for the position.

Therefore, the students have to imagine the whole communicative picture of the interview: the speech behavior program of communicants (the recruiter and the job seeker), their strategic goals and verbal content of the tactics. The main applicant's strategy - the strategy of self-presentation - should be emphasized as this role is of vital importance for future specialists.

It is significant that in the process of learning Russian foreign students form verbal competences, acquire new knowledge in professional spheres that promotes social adaptation in their native country.

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Система контроля знаний как вопрос, требующий исследования, в дистанционном образовании

The system of knowledge control as a challenge to distance education

Н.Б. Грошева, Н.С. Изотова

N.B. Grosheva, N.S. Izotova

Аннотация Осенью 2003 года, подписав Болонскую декларацию, Российская Федерация вступила на путь унификации стандартов образования. Информационные технологии набирают растущую популярность, в частности системы дистанционного обучения представляют наибольший интерес. С большой долей вероятности можно предположить, что такие системы станут неотъемлемой частью образовательного процесса. С постоянно растущей популярностью дистанционного образования возникает вопрос качества и контроля знаний в такой системе обучения. Авторы статьи предприняли попытку описать существующий опыт Байкальской Международной Бизнес Школы и представляют цели, функции и проблемы системы контроля знаниями в системе дистанционного обучения БМБШ Гекадем.