

Формирование профессионально-ориентированной иноязычной коммуникативной компетенции: современные технологии и методы обучения

Profession - oriented foreign language communicative competence forming: modern teaching technologies and methods

Б.Г. Солдатов, Н.В. Солдатова

B.G. Soldatov, N.V. Soldatova

Аннотация Статья посвящена проблеме формирования профессионально-ориентированной иноязычной коммуникативной компетенции будущих выпускников Российской таможенной академии. В качестве одного из средств обучения профессионально-ориентированному общению рассматривается контекстный подход. Как пример использования контекстного подхода описывается интегрированное занятие в форме языкового проекта на старших курсах экономического факультета. В качестве инновационного средства формирования коммуникативной компетенции рассматривается электронный учебник.

Ключевые слова коммуникативная компетенция; профессионально-ориентированное общение; профессиональная деятельность; моделирование профессиональной деятельности; языковой проект; интегрированное занятие; электронный учебник; инновационная технология.

Summary The present article deals with the problem of future Russian Customs Academy graduates' foreign language profession oriented communicative competence forming. The context approach is considered as one of the means to teach profession oriented communication. The authors describe an integrated language project with the senior year Economic faculty students as an example of context method application. An electronic text book is being described as another innovative means of communicative competence forming.

Key words communicative competence; profession oriented communication; professional activity; professional activity modeling; language project; integrated class; electronic text book; innovative technology.

New economic conditions, new approaches and requirements to the content of education can't be implemented without innovative approach to improvement of training methods. Modern expert's professional level implies not only the ability to analyze and solve problems, but also the ability to improve one's own activity technologies and to define one's own strategy.

The modern expert is more likely to master not the sum of knowledge, but the set of key competences including such modern resource as a foreign lan-

guage. Foreign language occupies a special place in the education system in the era of culture globalization. For the modern professional it is not only a means of communication, but also the source of intellectual, cultural and professional personality development and the factor of society's social, economic, scientific and technical progress. Foreign language skills in the field of professional communication enable to facilitate socialization in the labor market, to adapt to dynamically changing conditions and to apply knowledge in creating new competitive products.

Profession oriented foreign language communication efficiency directly depends on the ability to consider cultural features of the interlocutor's country, on the ability to change communicative behavior tactics in changing conditions of communicative situation and to apply these skills for the solution of professional tasks. Ability to carry out effective foreign language communication in the process of professional activity is an important component of the expert's vocational training.

Hence, it's necessary to create a qualitatively new education system, capable to provide the experts' effective communication in the modern global space.

The third generation Federal state educational standards point out forming the set of the graduates' general and professional competences as the main objective of training in higher education institutions. These competences will allow the young specialist not only to solve various professional problems successfully, but also to take a worthy place in constantly changing society, to possess the advanced outlook, flexibility of thinking and ability to adapt promptly to new conditions. [1, p. 268-269]. Foreign language teaching demands the approach fully reflecting peculiarities of the students' future professional activity. The context approach [6] allows an effective solution to the problems of language training within professional education process. "The future professional's activity subjective and social content is being formed by means of all the system of didactic forms, methods and means within the context approach, and assimila-

tion of abstract knowledge is modeled as a sign system imposed on the outline of this activity" [2, p. 32].

Context training assumes transition from directly educational (lectures, practical training) to quasi-professional (role-playing and business games, projects) and educational professional activity (students' research work, professional practice). Application of the context approach principles in foreign language training allows to solve such problems as: increasing foreign language learning motivation and forming professional interests and motives in complex with other disciplines; developing the expert's system thinking, understanding one's own professional identity, place and role in professional community and society as a whole; forming the expert's identity possessing social skills of interaction and communication, individual and joint decision-making; developing responsible relation to business, social values and principles of professional team or society [2, p. 2].

An example of context approach application in teaching profession oriented foreign language communication is conducting integrated classes in the form of foreign language educational projects developed by teachers of foreign languages department in cooperation with professional department specialists, speaking a foreign language at the level not disturbing communication.

The positive experience of the context approach application has been accumulated at the foreign languages department of the Russian customs academy Rostov branch. In April, 2013 an integrated class was conducted in cooperation with international economic relations department on the topic "Negotiations on the Transaction Price" in disciplines "Pricing in the foreign trade activity" and "Professional English" in the group of the 4th year students of Economics department ("World economy" trend). The tasks of the class boiled down to: forming the students' communicative competence within the subject being studied; expansion of the students' general and professional outlook through learning new lecture material and the glossary of economic terms; forming the social interaction competence, ability of team work in the process of solving different

problems, developing tolerance; developing oral speech skills (monologue and dialogue forms); learning to use new lexical units in speech; developing cross-cultural communication.

As this approach to training was new for students, at the first stage they experienced certain difficulties, as it was necessary for each of them to select and analyze the material for individual task independently. The students' presentations were to be estimated by two experts, i.e. by the head of the of the international economic relations department (content estimation), and by the teacher of a foreign language (language material quality control). Students had various language level, but team work helped them to advance in foreign language learning in order to improve the group presentation quality.

Working at the content part of presentation, students consulted the head of the international economic relations department, and at the English classes they mastered this content in monologue and dialogue forms, consolidating language knowledge and improving the language command. Teachers of English gave students differentiated help, and gradually students started to cope with the tasks, understanding the importance of mastering ready speech models in a real professional situation.

Development and implementation of the educational project demanded from all participants harmonious work for finding the optimal balance between two of its components, i.e. selection of the contents corresponding to professional activity and speech models for the practice oriented communicative competence forming.

Foreign language teachers had to develop tasks for students' individual and group work with the purpose of developing educational activity according to each student's abilities and creating the feeling of success. Profession oriented context had to correspond to the language training content and promote available knowledge systematization and new speech models development, advancing students to achievement of the aims stated. Head of the international economic relations department participated in developing educational tasks and the final

scenario of the integrated class. Besides the tasks, students received detailed instructions and consultations on their performance, and as a result they had to get a chance to discuss real problems in the field of financial and economic activity.

The integrated class started with lecture fragment presentation on the subject “Pricing Stages”. Students had to prepare the lecture abstract in Russian with the translation of the keywords allocated on the slides of Microsoft PowerPoint format presentation into English for example: prices; buyers; sellers; retail trade; consumer goods; price policy; assessment of expenses; resource restrictions; strategic plan; price strategy; cream removal strategy; “policy of penetration”; price leader strategy; “price war”; prestigious price strategy; price strategy of “a consumer segment of the market”; specific and total income; consequences; discounts; selling price; advertising campaign; dumping prices; price sensitivity of the buyer; sensitivity factors; products and services; product advance in the market; representations effect; uniqueness effect; switching expenses effect; comparisons complexity effect; quality through the price assessment effect; goods high cost effect; end result importance effect; expenses division effect; price justice effect; stocks creation effect; noncumulative discounts; cumulative discounts; supply and demand; production and consumption. English teachers carried out express control of the translation correctness.

At the next stage of the class students worked with modern explanatory dictionaries in order to select definitions for the new lexical units. At the end of this stage students discussed information received from the lecture in mini-dialogues.

At the “speaking” stage the students had to discuss the main content of lecture in English using the speech patterns given in the “Useful Language” section of Market Leader Upper-Intermediate text book and to present the statements in the monologue form on the subject of the lecture heard.

The following stage of the class was devoted to training negotiating skills. Students had to prepare dialogues on the situations presented on the class presentation slides, for example, about salary increase and promotion possibil-

ity: “You’ve been performing your work for a long time without salary negotiation or pay rise. Despite good results you're still earning the average salary similar to that of other colleagues. So you pluck up the courage to make an appointment with your Manager... Negotiating salary increases - how would you do it?” On the next slide of presentation recommendations which can form a basis for possible dialogue between the employee and the employer are made: “Find and overcome your Manager's resistance to giving you a pay rise. 1. You can justify reasons for a pay increase - good results, and that you're earning less than you're worth. Yet when thinking, "I deserve a pay rise," there's a tendency to become disproportional - too much focus on "me", too little focus on my Manager. **Consider WHY your Manager hasn't already granted you a salary increase.** 2. Meet privately with him/her and, focus on investigating rather than defending your position (e.g. "What needs to happen?" rather than "But I'm really worth it!"). If you are honest and open about seeking information, you'll find most Managers will give you honest feedback and try to help you”.

The final stage of the project included the role-playing game on the topic “Discussing the Transaction Price”, in which students used information received from the lecture and skills of conducting the dialogue acquired at the “Communication Skills Development” stage.

Thus, working at this project, students gained the research skills necessary for further training within the Master’s or post-graduate course. Experience of similar classes promotes development of corporate spirit and forms team work skills. Tasks for professional significant monologues and dialogues presentation promote forming independent statements presentation and foreign language communication skills [3, p. 267].

Electronic textbooks in foreign languages can also be considered as an innovative means of profession oriented foreign language communicative competence forming. The main tasks of electronic educational editions in foreign language are: ensuring improvement of foreign language speaking specialists training quality; increase of students’ motivation in foreign languages learning; en-

asuring students' creative and active mastering knowledge and the skills provided by the aims and problems of educational process in foreign languages; compliance with modern scientific and technical level: high level of workmanship and decorating, completeness of information, quality of methodical receptions, presentation, logics and sequence of foreign-language material presentation [4, p.7].

The electronic textbooks created in disciplines of foreign languages department, despite their specificity, should comply with the following main requirements: compliance with the State educational standard; completeness of training material representation, sufficient for mastering the corresponding discipline, its considerable information content and professional orientation; simplicity and convenience of application; support of various forms of education (part time and full time, individual and collective); communicative nature of the electronic textbook structure; ease and simplicity of navigation about the structure of the electronic textbook (i.e. opportunity to pass quickly from one subject to another, to receive the necessary reference, comment, to see presentations, video movies, to test lexical and grammatical knowledge, etc.); the elaborate feedback (there is a regular assessment of each step of training: exercises, electronic tests, etc.) ; possibility to use audio-and video recordings within the electronic textbook; bright presentation of educational information on the display screen (presentations, photos, drawings, etc.); support of different types of studies (lecture, practical training); reasonable configuration of necessary technical and all-system software; support of different forms of skills control (intermediate, total, self-checking); possibility of modernization in use and adaptations under the changed conditions; the accounting of the latest tendencies in education [5, p. 35-37].

All the above requirements were put into consideration when developing and creating the electronic text book in discipline "Professional English" for the "World economy" trend.

The electronic textbook should be developed according to the working program of the discipline and be the accumulator of the main didactic, methodical, scientific and directory materials used by teachers for preparation and implementation at all types and forms of classes. For students the electronic textbook is not only a means of applying training materials during educational process or preparation for the classes under the direction of the teacher, but also a means for independent studying and a source of obtaining additional data in foreign language. Besides, the electronic textbook gives teachers the opportunity to carry out current and total control of students' progress quickly and objectively, and students can qualitatively solve problems of accumulated skills self-control. But, on the other hand, it is important to emphasize that, despite all the advantages of electronic educational editions, it is necessary to consider that electronic textbooks are only the auxiliary tool, they can supplement instead of replacing the teacher.

Thus, there is nothing surprising that information and communicative technologies start being used as the innovative trends of modern education and are more actively used in training process. Educational activity of modern higher education institution is carried out in competitive market conditions that forces to pay special attention to quality of provided services. Efficiency of modern technologies and methods of training will depend in many respects on the teacher's ability to solve the problem not only of creating the comfortable psychological and emotional environment for training, but also of finding optimal balance between selecting relevant professional activity of the contents and speech models enabling to form practice-oriented communicative competence.

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