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Business English in foreign training of a competent specialist of technical directions

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Abstract

The urgency of the study is determined by the rapid development of higher professional education and an understanding of its importance in ensuring Russia's stable economic and social development, strengthening its positions in the world community. In modern conditions of improving the quality of higher professional education, an actual problem is the foreign language preparation of bachelors of technical directions, in particular, its pedagogical support. The social order of the state, the training program in higher professional educational institutions, social and economic realities require special conditions for comprehensive pedagogical support of the practical orientation of foreign-language training. All the participants in the pedagogical process in foreign language preparation, both the teaching staff and the students, recognize the fact that communication skills are necessary for professional development. While the content of foreign-language communicative competence at the moment does not focus on the development of the communicative abilities of students necessary for effective professional work with the use of communicative competencies in a foreign language. This article seeks to examine business English language, knowledge of which is one of the factors of competence of the expert. The authors show the importance of the role of English in the world, its popularity among students. They have analyzed statistical data from surveys over the years. With the notion of "Business English", some recommendations are made to improve the linguistic level.

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Keywords

English language, international, educational programs, higher professional education, history, interview, business, specialist, certificate, competence.

Introduction

The urgency of the study is determined by the rapid development of higher professional education and an understanding of its importance in ensuring Russia's stable economic and social development, strengthening its positions in the world community. In modern conditions of improving the quality of higher professional education, an actual problem is the foreign language preparation of bachelors of technical directions, in particular, its pedagogical support. At the present stage, innovative technologies are the source to the economic, social and political power of any state. Providing the willingness of modern employees to innovate in our time and in the future is one of the decisive factors for the success of the enterprise, industry, region, state and society as a whole.

The urgency of the problem, its theoretical and practical importance, as well as the lack of elaboration, determined the choice of the research topic.

Research methods

The aim of the research is to substantiate the essence, content and structure of the pedagogical provision of foreign language bachelor's training in technical directions based on theoretical analysis and to substantiate ways to improve its effectiveness in the context of studying business English. [Surgutskova, 2015, 225]

The scientific task of the research is to develop comprehensive pedagogical support for foreign language bachelors in technical areas by developing their communicative abilities on the basis of developing, implementing and applying in practice professionally-oriented teaching aids in business foreign (English) language for bachelors of technical profile.

Objectives of the research:

1. To reveal theoretical and applied positions of pedagogical providing foreign language training for bachelors of technical directions.
2. To investigate the effectiveness of the pedagogical support of foreign language training of bachelors of technical directions.
3. Identify and substantiate pedagogical ways to increase the effectiveness of the pedagogical support of foreign language training of bachelors of technical directions based on the development, implementation and application in practice of professionally oriented teaching aids in foreign (English) language for bachelors of technical profile.

As a hypothesis of the research, it was suggested that in the current conditions of active professional intercultural interaction the contradiction between the requirements for increasing the efficiency of foreign-language training of bachelors of technical directions and the organizational and methodological level of pedagogical support for the process of foreign-language training in these universities is exacerbated.

It is assumed that the revealed contradiction can be resolved based on improving the content of foreign language training of bachelors of technical directions, the development of communicative

abilities of students and the preparation of faculty for the implementation of the requirements of the principle of practical orientation.

The object of the research is the foreign language preparation of bachelors of technical directions of higher professional education.

The subject of the research is the pedagogical essence, content, structure and ways to increase the effectiveness of the pedagogical support of foreign language training of bachelors of technical directions.

The forecasted results consist in the disclosure of theoretical and applied pedagogical provisions for the foreign language training of bachelors in technical fields, the study of the effectiveness of the pedagogical support of foreign language training of bachelors of technical directions through the development, implementation and application of professionally oriented teaching aids in business foreign (English) language for specialists of technical profile, as well as the identification and justification of pedagogical ways to increase the effectiveness of the pedagogical support of foreign language training of bachelors of technical directions in the context of studying business English.

The methodological basis of the study was made up of the main characteristics: communicative (R.P. Mil'rud, E.I. Passov, etc.) [Passov, Kuzovleva, 2010], competence (V.P. Bespalko, I.A. Zimnyaya, S.G. Molchanov, E.M. Pavlyutenkov, V.D. Shadrikov, C.E. Shishov, etc.) [Zimnyaya, 2006; Shadrikov, 2008], the personality-activity (L.S. Vygotsky, A.A. Leontiev, L.S. Rubinshtein, etc.), the motivational (I.A. Vasyukova, B.I. Dodonov, A.K. Markova, T.A. Mathis, I.P. Podlasiy and others) approaches to the process of foreign language preparation and its role in the formation of a highly qualified professional in the technical direction.

The theoretical basis of the study was the main provisions: in the field of didactics of higher education and the general theory of education and vocational education (A.A. Verbitsky, A.V. Barabanshchikov, V.A. Popkov, V.A. Slastenin, V.I. Zagvyazinsky, V.N. Gulyaev, M.A. Lyamzin, Yu.K. Babansky, and others); in the field of history and philosophy of education (A.V. Barabanshchikov, A.V. Denikin, A.I. Piskunov, B.S. Gershunsky, V.B. Mironov, V.G. Bezrogov, V.Ya. Slepov, I.A. Alekhin and others); concepts of the formation of a secondary linguistic personality (A.A. Leontiev, V.V. Vinogradov, I.I. Khaleeva, L.V. Shcherba, Y.N. Karaulov, etc.); psychological theories of speech activity (A.A. Leontiev, Z.I. Klychnikova, L.S. Vygotsky, etc.); theories of contextual learning (A.A. Verbitsky, V.F. Tenishcheva, etc.); theories of teaching a foreign language in a non-linguistic university (A.V. Trusova, E.I. Passov, I.A. Zimnyaya, L.A. Kharaeva, L.N. Lazutkina, N.V. Baryshnikov, N.D. Gal'skova, N.I. Chernova, N.M. Minina, O.A. Rozov, O.V. Ancelevich, and others).

The research process revealed:

1. The tendencies inherent in the main periods of the development of the pedagogical support of foreign-language preparation are revealed; on the basis of the theoretical analysis, the essence, content and structure of the pedagogical support of the foreign language training of bachelors of technical directions, as a process of the comprehensive application of pedagogical methods, forms, means and techniques for ensuring the development of students' communicative abilities, are determined by the teaching staff; ways to improve its effectiveness.

2. The application in practice of professionally oriented educational and methodological manuals in foreign (English) language for specialists in the technical field was developed and tested experimentally, the main criteria for assessing the effectiveness of pedagogical support for foreign language training of bachelors of technical directions were taught: motivational, organizational, productive, their indicators and levels.

3. The ways of pedagogical support of foreign language training of bachelors of technical directions and the conditions for their effective implementation are substantiated: the improvement of the content of non-linguistic directions being taught in another language, the development of students' communication skills, the preparation of teaching staff for the application of professionally oriented teaching aids in business foreign English language for technical specialists.

4. The theoretical significance of the research is determined by the scientific novelty and results of the research, and consists in the fact that: historical and pedagogical trends in the development of foreign-language training of bachelors in engineering directions have been revealed; the pedagogical essence, the content and structure of the pedagogical support of the foreign language training of bachelors of technical directions are grounded; regularities and principles are revealed; the ways and conditions of pedagogical provision of foreign language training of bachelors of technical directions that can contribute to theoretical understanding of problems in the field of general didactics and linguo-didactics, pedagogy of higher professional education in a broader scientific context and enriching modern pedagogical practice are specified.

5. The reliability and validity of the results, provisions and conclusions of the research are provided by a combination of methods, theoretical and empirical, adequate to its goals and objectives; scientific methodology, complex and correct use of literature materials, the quality of data processing, experimental verification of conclusions and recommendations on the results obtained.

Discussions

To date, technical specialties are the most highly profitable sectors of the world economy. The personnel demand for specialists in various technical areas of training, which have developed and developed not only professional competencies but also other skills in the sphere of professional communication, confirms the problem and shows that currently in non-linguistic universities the predominance is not the practical orientation of foreign language training, but the deepening of common knowledge of a foreign language received at school. [Sokolov, 2011, 136, 137.]

The social order of the state, the training program in higher professional educational institutions, social and economic realities require special conditions for comprehensive pedagogical support of the practical orientation of foreign-language training. All the participants in the pedagogical process in foreign language preparation, both the teaching staff and the students, recognize the fact that communication skills are necessary for professional development. While the content of foreign-language communicative competence at the moment does not focus on the development of the communicative abilities of students necessary for effective professional work with the use of communicative competencies in a foreign language.

For many decades, in the system of both secondary professional and higher education, along with compulsory disciplines, the theoretical and practical mastering of knowledge, skills and abilities in foreign languages is also a priority. Many educational institutions of higher professional education of the Russian Federation are developing numerous effective models for teaching foreign languages of non-linguistic specialties, now in the conditions of the new federal state general educational standards [Regulations for the implementation..., 2012, 1-3]. Between countries there is a colossal adoption of experience through student and teacher exchange.

However, the modern Russian society in the process of globalization continues to face a low level of knowledge of a foreign language, or in general, the lack of knowledge of a foreign language.

The fact that in the world of developed industrial relations and discoveries of new technologies is today indisputable is the special role of a foreign language, primarily English, which has the status of an international language and is the official state language of many countries and international organizations. A growing number of people have resorted to studying it, seeing the need to replenish knowledge and having the desire to raise not only, their own socio-cultural level, but also their professional competence. Teachers of educational institutions of higher professional education face the difficult task of developing material on language discipline for non-linguistic specialties in such a way that at the end of the university the student can freely express his thoughts in English verbally, conduct business correspondence, understand foreign terminology well and apply Their language skills and abilities in practice. One can agree with Andreeva L.N. that «the social competence of a student is defined as an integral part of his professional readiness to effectively fulfill his role in society and as a mechanism for implementing knowledge acquired in the educational process in accordance with the specific needs of society, economy and personality» [Andreeva, 2008, 2].

However, the problem often arises when in Russian educational institutions of higher professional education in non-linguistic faculties, as well as in educational institutions of secondary vocational education, the teaching of English is given a small amount of hours. The examination of knowledge is carried out in the form of an examination, and sometimes simply in the form of a differential test. Nevertheless, the situation is not so much in the form of testing knowledge, how much in their mastering by the student. In fact, the graduate cannot subsequently use the knowledge of the English language in professional activity, and a so-called "competence crisis" of specialists arises.

For employers who have business partnerships with foreign firms, additional costs arise in the form of employing qualified translators. The competence of specialists in their professional field is tantamount to. For example, the HR manager is well versed in social psychology, occupational safety and conflict situations arising from labor legislation, manages personnel recruitment, analyzes summaries of applicants and conducts interviews, and an interpreter is an expert in language structures, phonetic structure and business communication on a foreign language. Working in the same company, each other is without a doubt complementary, however, it is much more profitable for the director to employ just such a manager for personnel who owns a foreign language and who will be able to carry out, for example, a selection process among foreign citizens.

Business English becomes indispensable for communication in the following areas: international trade, IT, accounting, HR, law, production, marketing, stock exchange, real estate, transport, economics, finance and the aviation industry. It should be noted that business English is a part of ESP (English Special Purposes, Russian for special purposes), which covers more highly specialized spheres of professional activity, for example, English for pilots, in tourism, for civil aviation, seamen, doctors etc. [Knowledge of foreign languages, 2010, 37-39; Press Release, www; About life, www]

Entrepreneurs, managers, directors of corporations, leading business relations not only with English-speaking countries, but also where English became the *Lingua franc*, communicate in business English.

In Russia, the English language, sufficient for conducting business relations level, is owned not by a large number of specialists.

In the process of accelerated globalization and the development of economic relations, it is very difficult for a specialist to get a job at a well-paid position. There is a huge competition in the labor market. In addition, the knowledge of English language in the interests of the experts themselves: it is known that a bonus may be a 10% bonus to wages, and the military even pays 20%. How can a specialist master English business or improve his level?

The Council of Europe also defined the goal of mastering a foreign language – the formation of a communicative competence, which includes four compulsory components – competencies: linguistic, sociolinguistic, strategic (compensatory) and social competence. [Objectives of teaching a foreign language, www]

Undeniable is that in business communication in English, the rules of grammar and pronunciation are often ignored. To the forefront for the bargaining specialist, the goal is to reach agreement as soon as possible and sign contracts. However, it should be remembered that the success of a business relationship is precisely in the presentability of a specialist, in his competence. [Surgutskova, Ibragimova, 2016, 21-22]

Results

The historical and pedagogical analysis of foreign-language training made it possible to identify the main trends in its development. The study of predominantly classical languages, the formation of an intuitive-imitative approach to teaching living foreign languages with the help of a natural method in the period of the origin of the practical direction; a clear division of the grammatical direction using the grammatical-translation method in classical instruction on the basis of a consciously comparative approach, and practical direction using direct methods based on the intuitive-imitative approach in the period of the formation of the practical direction; development of linguistics, didactics and psychology and their influence on the formation of new methods of teaching in the period of development of practical direction; shifting the emphasis in learning from the language as a system to speech activity as a communication process, substantiating a differentiated approach using the communicative method; the formation of a secondary linguistic personality as a result of mastering a foreign language in the period of improving the practical direction.

The analysis of the revealed tendencies, as well as the study of theoretical and research sources, and the experimental work carried out have made it possible to substantiate the essence of this pedagogical process as an organized, purposeful, systematic process of comprehensive application by the faculty of methods, forms, means and techniques for ensuring the development of communicative abilities of bachelors of technical directions in the course of the level differentiation of foreign-language training by types p as well as to disclose its content and structure.

Developed, introduced and applied in practice professionally-oriented teaching aids in foreign (English) language for specialists of a technical profile. To assess the effectiveness of the process of pedagogical provision of foreign language training, the criteria are defined: motivational, organizational, effective, and their indicators. [Gaussward, 2007; Andryushkin, 2008; Slepovich, 2012]

The ways of pedagogical support of foreign language training of bachelors of technical directions and the conditions for their effective implementation are substantiated: the improvement of the content of non-linguistic institutions of higher education being taught in other languages, the development of their communicative abilities, the preparation of the teaching staff for the application in practice of professionally oriented teaching aids in foreign (English) language for technical specialists.

Conclusion

Concluding the article, we can say that for purposeful specialists who are ready to look for work abroad, as well as in foreign companies located in Russia, and simply want to confirm their level of English officially, Cambridge University has developed a line of business English certificates. So, to confirm the average level of English, it is proposed to take out Business English Certificate (BEC)

Preliminary. Further on the level is the Business English Certificate (BEC) Vantage. The list is completed with the Business English Certificate (BEC) Higher certificate, which confirms the highest level of ownership. In addition, one of the presentable is the certificate of International Certificate in Financial English (ICFE), which confirms the knowledge of English in the field of international accounting and finance. Those who pass the exam to teach this certificate must have a high command of the language.

In order to increase the effectiveness of pedagogical support for foreign language training of bachelors in technical areas, it is recommended:

1. Education authorities: when adjusting federal state educational standards of the highest professional education for various specialties and training areas consider the possibility of adding a practical component to the professional competences.

2. The management of higher educational institutions, faculties and departments is recommended:

– introduce professionally-oriented teaching and methodological textbooks and teaching and educational tools in foreign (English) language for technical specialists;

– organize events that promote the development of academic mobility of students, based on the development of their communication skills in the sphere of their future professional activity;

– introduce professionally oriented test control, as an indicator of the formation of communicative abilities.

3. Teachers are offered:

– to introduce linguodidactic support of four levels of knowledge of a foreign language in the educational process;

– to introduce communicative communication tasks in accordance with professional spheres of communication;

– use special models of classes aimed at individualizing and differentiating teaching;

– to plan their pedagogical activity in accordance with the academic needs of students in the course of foreign-language training;

– stage by stage to realize the goals of teaching oral and written communication in a foreign language in all four types of speech activity.

4. Students are recommended:

– increase motivation for foreign-language learning;

– during personal work develop personal communication skills.

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Деловой английский язык в иноязычной подготовке компетентного специалиста технических направлений

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Аннотация

Социальный заказ государства, программа подготовки в высших профессиональных образовательных учебных заведениях, социально-экономические реалии требуют особых условий для комплексного педагогического обеспечения иноязычной подготовки бакалавров технических направлений. Все участники педагогического процесса по иноязычной подготовке, как профессорско-преподавательский состав, так и студенты, признают тот факт,

что для профессионального становления необходимы коммуникативные способности. В то время как содержание иноязычной коммуникативной компетентности на данный момент не ориентируется на развитие коммуникативных способностей студентов, необходимых для эффективной профессиональной деятельности с применением коммуникативных компетентностей на иностранном языке. В статье ставится задача рассмотреть деловой английский язык, знание которого является одним из факторов компетентности специалиста. Показана значимая роль английского языка в мире, его популярность среди студентов. Проанализированы статистические данные опросов разных лет. Раскрывается понятие «деловой английский язык», даются рекомендации по повышению языкового уровня.

Для цитирования в научных исследованиях

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Ключевые слова

Английский язык, международные образовательные программы, высшее профессиональное образование, история, интервью, бизнес, специалист, сертификат, компетентность.

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