ESP

International Research Conference

ENGLISH FOR SPECIFIC PURPOSES: BUILDING BRIDGES FOR BRIDGING GAPS

May 16-18, 2019
Tambov, Russia

Министерство науки и высшего образования Российской Федерации

Федеральное государственное бюджетное образовательное
учреждение высшего образования
«Тамбовский государственный технический университет»

ENGLISH FOR SPECIFIC PURPOSES:
BUILDING BRIDGES FOR BRIDGING GAPS

PROCEEDINGS
OF THE 4th INTERNATIONAL SCIENTIFIC AND PRACTICAL CONFERENCE

May 16 – 18, 2019
Tambov

ПРЕПОДАВАНИЕ АНГЛИЙСКОГО ЯЗЫКА
В ПРОФЕССИОНАЛЬНОМ КОНТЕКСТЕ:
СОЕДИНЯЕМ КУЛЬТУРЫ ЧЕРЕЗ ГРАНИЦЫ

МАТЕРИАЛЫ 4-й МЕЖДУНАРОДНОЙ НАУЧНО-ПРАКТИЧЕСКОЙ
КОНФЕРЕНЦИИ

16 – 18 мая 2019 года
Тамбов

Научное электронное издание

УДК 811+371
ББК 74+81
П71

П71   **Преподавание** английского языка в профессиональном контексте: соединяем культуры через границы [Электронный ресурс] : матер. 4-й Междунар. науч.-практ. конф. // ФГБОУ ВО «ТГТУ», 16 – 18 мая, 2019. – Тамбов : Издательский центр ФГБОУ ВО «ТГТУ», 2019. – 1 электрон. опт. диск (CD-ROM). – Системные требования : ПК не ниже класса Pentium II ; CD-ROM-дисковод ; 2,22 Mb ; RAM ; Windows 95/98/XP ; мышь. – Загл. с экрана.
     ISBN 978-5-8265-2069-7

Сборник содержит материалы 4-й Международной научно-практической конференции, организованной Тамбовским государственным техническим университетом. В представленных статьях рассматриваются вопросы преподавания английского языка для специальных целей студентам, магистрантам, аспирантам вузов, учащимся профессиональных колледжей, а также слушателей языковых курсов в системе непрерывного профессионального образования.

Настоящий сборник предназначен для учителей и преподавателей иностранных языков вузов, студентов, магистрантов, аспирантов, методистов, культурологов, социологов и лингвистов.

УДК 811+371
ББК 74+81

CONTENTS

ENGLISH FOR ACADEMIC PURPOSES

THE MERGER OF COMMUNICATIVE AND PROFESSIONAL SKILLS IN TEACHING ESP

ISSUES OF TRAINING FUTURE RESEARCHERS

TECHNOLOGY-ASSISTED TEACHING OF ENGLISH FOR SPECIFIC PURPOSES

FOREWORD

The 4th International Research Conference *ENGLISH FOR SPECIFIC PURPOSES: BUILDING BRIDGES FOR BRIDGING GAPS* is a biannual event aimed at promoting advanced methodology of teaching English for professional purposes in Russia.

The scope of the conference covered theoretical and practical aspects of English language teaching to the students of universities, vocational colleges, and further education programs in the framework of life-long professional learning.

The conference, held in May 16-18, 2019 in Tambov, was organized by the Department of International Professional and Academic Communication of Tambov State Technical University (Tambov, Russia) in close collaboration with Karaganda State University (Karaganda, Kazakhstan), "Prosveshcheniye" Publishing House (Moscow, Russia), Maltepe University (Istanbul, Turkey) and Szent István University (Gödöllő, Hungary).

This collection of papers and reports represents investigative attempts of professionals to identify and meet the challenges of developing communicative competence in future engineers, economists and other specialists.

The unifying feature of all the contributions is the active involvement of authors in practical instruction of English for professional purposes at the tertiary (undergraduate and graduate programs) level.

The underlying idea of the conference is that a change in professional context implies a change in language teaching methodology including materials, techniques and target competences. The conference paves the way and draws the perspective of further research into integrating language and professional pedagogy in other cultural settings.

Natalia Gunina,
Head of International Academic
and Professional Communication,
TSTU

МЕТОДИЧЕСКИЕ ОСОБЕННОСТИ ОСВОЕНИЯ ИНОСТРАННЫМИ СТУДЕНТАМИ НЕСПЕЦИАЛЬНЫХ ПРЕДМЕТОВ НА НАЧАЛЬНОМ ЭТАПЕ ОБУЧЕНИЯ (НА ПРИМЕРЕ МЕДИЦИНСКОГО ВУЗА)

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Аннотация

Статья посвящена анализу методических проблем и возникающих трудностей освоения отдельных предметов иностранными студентами 1 курса в медицинском вузе. Раскрывается насущная необходимость введения дисциплин страноведческого характера в процесс обучения на начальном этапе для облегчения адаптации в стране нынешнего проживания и обучения иностранных студентов. Для решения данной задачи предлагается классификация по группам понятий, вызывающих наибольшие трудности у обучающихся и облегчающая усвоение материала. Делается вывод об актуальности разработки методических основ преподавания дисциплин страноведческого характера в связи с постоянным увеличением количества приезжающих иностранцев.

Ключевые слова: страноведение, методика преподавания в вузе, иностранные студенты, реалии, этнос, адаптационный период.

Одной из наиболее важных и сложных методических задач обучения в медицинском вузе является формирование на начальном этапе межкультурной коммуникативной компетенции у иностранных студентов. Начиная работать с иностранными студентами, преподаватель обязан учитывать разницу в менталитете (культура, религия, поведенческий фактор), а также несоответствие окружающей действительности реалиям страны проживания студента. Исходя из этого, большое значение приобретают дисциплины страноведческого характера, которые помогают иностранным студентам преодолеть сложности адаптационного периода в новой для них стране.

В последние годы в практику медицинских вузов прочно вошла программа обучения на родном для студентов языке. Владение преподавателем иностранным языком позволяет успешно решать проблемы, которые могут возникнуть на фоне этнического и национального разнообразия в студенческой среде. Многолетний опыт подготовки медицинских кадров на иностранном языке свидетельствует о том, что использование родного для студентов языка в процессе преподавания существенно сокращает сроки и социокультурной, и профессиональной адаптации. Особую значимость данная методика приобретает на этапе начальной подготовки будущих врачей. Одним из наиболее важных предметов на данном этапе нам представляется страноведение в качестве дисциплины, дающей представление о стране, в которой иностранному студенту предстоит жить, обучаться и начинать свою профессиональную деятельность. Изучение страноведения имеет

принципиальное значение для общекультурного развития студентов. Обучение страноведению имеет ряд особенностей в связи с тем, что на первых занятиях у обучающихся может возникнуть ошибочное представление о лёгкости предлагаемого материала.

Эта кажущаяся лёгкость возникает от того, что материал, на первый взгляд, не представляет трудности, так как содержит сведения общеобразовательного характера (географическое положение, климатические условия, политическое устройство, исторические события, обычаи и традиции). В реальности, трудности начинают встречаться уже на этапе первого произнесения некоторых звуков русского языка, которых нет в родном для студентов языке. Так, например, 28 арабских согласных (а именно представители арабоязычных стран составляют основной контингент приезжающих на обучение иностранных студентов) не могут поместиться в алфавитной матрице русского языка, состоящей из 20 согласных.

Вторая трудность возникает уже на следующем этапе, когда преподаватель переходит к ознакомлению непосредственно со сведениями страноведческого характера.

Это особенно заметно при изучении тем, изобилующих историческими фактами и реалиями (политические, этнические, хозяйственные, бытовые, гастрономические). Для облегчения усвоения изучаемого материала целесообразно использовать метод классификации групп понятий.

I. Исторические факты и деятели: татаро-монгольское иго, битва на Чудском озере, Владимир, Ярослав, Дмитрий, Пётр, Екатерина, Ленин, Горбачёв, Ельцин, Путин.

II. Административно-политические реалии: Государственная дума, Совет федерации, область, край, царство, земство, местничество.

III. Знания юридического характера: оформление визы, медицинская страховка, нострификация, соблюдение основных гражданских и административных норм (ПДД, регистрация).

IV. Русские понятия, не имеющие аналогов в других языках, т.е. непереводимые: дача, перестройка, окрошка, Дума, кокошник, кулич, пасха, масленица, Дед Мороз, Снегурочка.

Это ставит перед преподавателем задачу вовремя заметить начинающиеся трудности в процессе обучения и методически выверенными приёмами нивелировать их и мотивировать студентов к дальнейшему обучению. Одним из средств, помогающих осуществлению этой цели, является привлечение к процессу обучения современных информационных технологий. Речь идёт в данном случае о ТСО (технических средствах обучения). К ним, в частности, относятся видео- и аудиопрезентации, слайдовая информация, фильмы, музыка, интерактивные способы обучения и контроля [3].

Фактором, улучшающим усвоение материала, является подготовка докладов и презентаций студентами по темам, заинтересовавшим их непосредственно в процессе обучения. Следует перечислить темы, пользующиеся наибольшей популярностью среди иностранных студентов. Самой популярной является тема о президенте России Путине В.В. Причём интерес вызывает не столько должность, сколько личность Владимира Владимировича, подробности биографии. Также обучающихся интересуют темы русской природы (климата), русские традиции и многовековое сосуществование в одной стране различных национальностей и

религиозных конфессий. По данным ВЦИОМ конфессиональный состав населения России таков: православие — 75 %, ислам — 5 %, католицизм — 1 %, протестантизм — 1 %, иудаизм — 1 %, буддизм — 1 %, верующие, но не принадлежащие к какой-либо конкретной конфессии — 3 %. Не меньший интерес вызывает национальный состав России, представляющий более 160 национальностей, говорящих на собственных языках. Большинство народностей малочисленны и живут на ограниченной территории (часто достаточно обширной), но семь народов имеют численность более одного миллиона – русские, татары, украинцы, башкиры, чуваши, чеченцы и армяне.

Климатические особенности Росси поражают иностранцев, никогда не сталкивавшихся с ярко выраженными проявлениями времен года. Русская зима по праву занимает лидирующее место среди впечатлений о России [2].

Столь же живой интерес вызывают русские традиции и обычаи. Так, например, празднованию Нового года в России придается особое значение. Это обусловлено прежде всего тем, что на протяжении нескольких десятилетий Рождеству не уделялось достаточно внимания и Новый год оставался единственным семейным праздником для большинства населения. Для арабоговорящих студентов такое внимание к Новому году несколько непривычно, так как в их родных странах Новый год отмечается более формально (нет безусловной традиции украшения новогодней ёлки, декорирование помещений принято только в общественных местах), а приоритет имеют религиозные праздники [1].

Но самой актуальной нам представляется тема, связанная с проживанием в чужой стране и постоянной необходимостью изучения правил и норм поведения, принятых в России. Эту часть материала подробно излагает сам преподаватель, вместе с тем предлагая иностранным студентам подготовить список вопросов и проблем, с которыми они сталкиваются непосредственно и ежедневно. Это, в первую очередь, правила внутреннего распорядка: обязательное наличие белого халата, сдача верхней одежды в гардероб, недопустимость сидения на подоконниках и лестничных пролётах (что очень распространено среди иностранных студентов). Не меньшие трудности возникают при проживании в общежитии, посещении магазинов и других публичных мест.

Введение в программу обучения дисциплин страноведческого характера позволяет облегчить адаптационный период у иностранных студентов, давая представление о стране проживания и отвечая на возникающие вопросы. Актуальность подобных дисциплин возрастает в связи с постоянным увеличением в последние годы количества иностранцев, приезжающих в нашу страну с целью получения высшего образования.

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METHODOLOGICAL ASPECTS OF TEACHING NON-SPECIAL SUBJECTS TO INTERNATIONAL STUDENTS AT THE INITIAL STAGE OF LEARNING AT MEDICAL UNIVERSITY

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Abstract

The article is devoted to the analysis of methodological problems and difficulties in teaching certain subjects to international students of the 1st year at medical university. The article reveals the urgent need to introduce the country-specific disciplines in the learning process at the initial stage to facilitate the adaptation in the country of current residence and learning of international students. To solve this problem, we propose a classification into groups of concepts that cause the biggest difficulties for students and facilitate the assimilation of the material. It is concluded that the relevance of the development of methodological basis of teaching of the country-specific disciplines due to the fact of the constant increase of the number of foreigners coming.

Keywords: country studies; methods of teaching at university; international students; realities; ethnos; adaptation period.

THE COURSE OF LOCAL GUIDE INTERPRETERS AS A FOREIGN LANGUAGE ELECTIVE COURSE

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Abstract

In this article teaching an elective course of a foreign language "A course of guide interpreters of the native land" is briefly described in relation to non-language departments of a higher educational institution. This course represents a new method of a teaching a foreign language using real communicative situations and modern digital tools. The course contributes to the development of tourism in Russia, acquisition of useful language and communicative skills, culture and ethics of professional behavior of guide interpreters.

Keywords: *inbound tourism; guide interpreter; communicative situation; standard of speech; modular system; translation techniqies; digital system of geolocation.*

According to the order of the Government of the Russian Federation of May 5, 2018 No. 872 the concept of the federal target program "Development of Domestic and Inbound Tourism in the Russian Federation (2019-2025)" was adopted. The purpose of the program is the development of tourism industry in Russia.

The main objectives of future program are defined in the concept as follows:

- complex development of tourism and support of tourist groups in priority types of tourism;

- development of the touristic system of training and education and professional development of specialists in tourism;

- promotion of the Russian tourist product in the international and local tourist markets;

- stimulation of enterprise and public initiatives through the mechanism of subsidizing and grant support;

- creation, implementation and development of information and communication infrastructure of management in tourist industry [1].

Considering the interests of the state in development of tourism industry and in patriotic education of the younger generation we offer "A Course of Local Guide Interpreters in English" as an elective course according to the program of learning of foreign language for students of non language faculties of higher education institutions. This course includes elements of local country studies in English.

Any enjoyable vacation is incomplete without the services of a tour guide. For university students a job of a tour guide is a splendid opportunity to work during their summer holidays, to visit new interesting places and to get a great experience of dealing with people. The tour guide is instrumental in providing a location's cultural and historical information to the tourists. To be a successful tour guide, students need to have a strong command over English, the global language. If they are planning to become a tour guide, here are 5 reasons why learning English is beneficial for them.

1. Global Entry

Learning English allows young people to apply for guide positions all across the globe as it is the main medium of communication at major tourist sites. As people visit exotic locations all over the globe, learning this universal language is necessary for giving proper guidance. Native and international opportunities open their doors once a person has a strong command over the language.

2. Employment chances

Fluent English communication skills tend to increase student's employability. He will get more interview calls once the prospective employers come to know about his language command.

3. Good salary

Applicants for the job position as a tour guide can negotiate an excellent pay package by showing their English skills. They have better chances of increasing their salary as compared to non-English speakers. In addition to language fluency, they also need strong confidence and negotiation skills.

4. Good tourist management

Learning English can give students excellent tourist management skills. Tourists need a common interpreting language due to their language mix. English justifies its title as the global language by helping people communicate effectively in spite of language differences. With excellent people management skills, tour guides can gain valuable experience, which will help them with career advancement.

5. Self Confidence

If a tour guide has a strong command in any language, his confidence increases. Tourists prefer confident English speaking tour guides. Tour guide's personality is the first impression that a tourist gets when he lands in a foreign country. As he is unaware of the local culture, language and geography, a confident tour guide can help him navigate calmly, thus enabling him to enjoy his vacation to the hilt.

The course of local guide interpreters raises the value of the native land as part of the motherland and the homeland in general. Learning about the past and the present of your native land, features of the nature, economy, politics, as well as cultural and historical values promotes views formation in which includes understanding that a person belongs to a certain nation and pride of the country. The sense of patriotism in this case isn't given forcefully but through informative, creative search and research and project work on History, Literature, Arts, and also through understanding of the attractiveness of native land for foreign tourists.

Not all Russian cities have rich interesting historical and cultural value for the development of inbound tourism on the territory of Russian Federation. It is important to find ways to realize the tourist potential of our hometown Tambov and the Tambov Region in general, to make tourist materials available in English and to develop necessary skills in future guide interpreters at basic level in order that students will be able to welcome international guests at the airport or at the railway station, to help them check-in at the hotel, to solve any problems with medical care, service in bank, to show around the shops and to help with purchases of souvenirs, to show around the university and to provide some inforamtion about it, to conduct a sightseeing tour around the city, to visit museums, exhibition in art gallery, to show the main architectural and cultural attractions of the city, to tell and show the holy sites and springs of Tambov Region, to take a foreign guest to the mansion-house of a famous musician-composer Sergey Vasilyevich Rachmaninov to the village of Ivanovka Tambov Region and to lead a tour

in English. A particular interest on cultural development in the small cities of Tambov Region is represented by a tourist route to an ethnic Russian festival "Atmanov Kulachki" which is annually hold at the end of August in the village of Atmanov Ugol Tambov Region. During classes of guide-interpreters we plan to prepare a detailed project of escort of foreign tourists, in particular foreign students of Tambov State University to a fascinating cultural ethno-sports festival "Atmanov Kulachki". The "Atmanov Kulachki" games are traditional Russian entertainment representing the authentic Russian traditional games taking place in the village of Atmanov Ugol, revived after almost a 20-years break. The culmination moment of this event is the Big Kulachki Competitions (wall-to-wall fist fighting). In addition to the program of games there are sports races in of Russian ethnosport and Russian folk entertainments. Within a folklore holiday there is a traditional Atmanov Fair where it is possible to get craft products, souvenirs and to try dishes of Tambov cuisine. Traditional games are proclaimed UNESCO the integral component of the World cultural heritage of mankind and serve reproduction of ethnocultural identity and cultural diversity. In 2013, the games were added into the register of objects of non-material cultural heritage of the Russian people.

We offer a module-based system of a course for local guide interpretors, including the theory in the form of lecture material, practical lessons in the form of classroom classes comprising various exercises in Lexica, Grammar and Phonetics of a foreign language and development of the monological and dialogical speech and full immersion in a communicative situation on the area. For example, on the topic "In the City" students study the names of various places in the city, repeat grammatical structures like "there is/are" for the description of location, train phrases for drawing attention of tourists to an object such as "Please pay your attention to this old building with beautiful columns", and then as guides "conduct a tour" round the hometown. Also, this topic involves project research work about the main attractions of the city. In the topic "Healthy Ecology and Healthy Lifestyle" students do not only get acquainted with lexical and grammatical material on this topic, but also study and visit sacred sources of Tambov Region, lead a tour on the basis of their local history research work according to the chosen topics, study history of the native land in a foreign language that provides not only the development of competence of understanding and speaking in a foreign language, but also the competences of patriotism, learning culture and history of the native land.

It is noteworthy that the work of a guide interpreter is impossible without studying the rhetoric, the standards of speech and the rules of ethics and etiquette. The level of professional knowledge of the guide interpreter means not only perfect foreign language skills, but also competence in the history and the culture of the native land. The guide-interpreter has to be able to state material of excursions, using only established facts and also to understand a difference between the facts and the invented stories, legends and someone's opinion. He should constantly develop his professional level. The course of local guide-interpreters teaches the student such positive features of character as goodwill, a sincere smile and a sense of humour, display care about tourists, organizing and communicative abilities, ability to take a decision quickly in emergency critical situations, punctuality, sense of duty, a respect of workers of cultural and other public institutions. The speech of a guide-interpreter has to be not only exact, but also at the same time figurative not to tire tourists and to maintain their interest in an excursion. For these purposes the course of guide-interpreters offers studying and skillful use of comparisons, bright epithets, quotes, metaphors, proverbs and sayings. Competent

translation activity is impossible without mastering technology of transferring of the phraseological units or idioms into English which are used in different cultures. For example, while in Russian we say "as like as two drops of water", in English it is translated "as like as two peas".

Finally, the course for guide interpreters is impossible without using digital technologies and the Internet. Students not only use data from the Internet on culture and history of the region in their research works, but also spread new data with information about the places which are included into excursions into the digital system of a geolocation of "2GIS" and "Google Maps" in English.

In conclusion, it should be noted that a guide interpreter is not only a competent professional with advanced foreign language skills, but also a young person, who has good manners, and who is intelligent and competent enough to create a positive image of the city and the country in general. A qualified guide interpreter can make tourist places attractive to visit by sharing their knowledge and skills with international students who come to study to the local universities, as well as guests of our town and foreign business partners.

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КУРС ГИДОПЕРЕВОДЧИКОВ РОДНОГО КРАЯ КАК ФАКУЛЬТАТИВНОЕ ЗАНЯТИЕ ПО ИНОСТРАННОМУ ЯЗЫКУ

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Аннотация
В данной статье кратко излагается метод преподавания факультативного занятия по иностранному языку «Курс гидов-переводчиков родного края» применительно к неязыковым факультетам высшего учебного заведения. Данный курс представляет собой новый метод изучения иностранного языка с использованием реальной коммуникативной ситуации современного цифрового пространства и способствует развитию туризма в России и овладению полезных языковых и коммуникативных навыков, культурой и этикой поведения профессионально гида-переводчика.
Ключевые слова: въездной туризм, гид-переводчик, коммуникативная ситуация, культура речи, модульная система, техника перевода, цифровая система геолокации.

CONTEXT IN TEACHING ESP

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Abstract

It is common knowledge that context is the basic linguistic concept in teaching ESP. The methodology is based on the limitations the context put on the conditions of communication. These limitations influence discourse products making their linguistic features more typical and predictable. The article analyses the contextual factors that allow regulating the contents, the organizational structure, and the form of discourse products. It emphasizes the category of genre as a synthetic contextual property. Following the general principle that English should be taught in context the author concludes that genre can be used as a universal contextual property for any teaching purpose. The genre reveals itself in language register, which characterizes discourse products as normative. It is possible to model text genre through task description.

Keywords: context, discourse product, genre, language norm, regulation, task design

Introduction

The article deals with the subject of context in teaching general English and English for specific purposes. It is known that ESP is based on contextual use of language. Contextual principle in ESP teaching means the restrictions upon the conditions of communication. In this aspect context restricts the linguistic features of discourse products making them more typical, predictable, and easy to interpret.

Discourse analysis understands context as part of discourse community [7]. The characteristics of context as the reflection of discourse community features can be classified as physical (people, places and time) and ideal (goal, communicative tasks and genre). In teaching ESP these features are reflected in task parameters that influence students discourse. The basic parameter is genre, which is also the language principle of the genre pedagogy. Using genre as part of the ESP methodology leads to the understanding of the ways language carries special social meanings most effectively [4].

Widely spread abroad, contextual approach and genre pedagogy have not acquired the same popularity in teaching EFL in Russia yet. However, genre is understood as an integral part of teaching English [11]. The controversy lies in the variety of contextual features described in linguistics and their use in teaching practice. We suppose that the effectiveness of teaching language in context can benefit from the clearer understanding of contextual properties of discourse products. We also argue that genre principle could be related to teaching general English in context as a universal discourse feature.

Materials and methods

Following the logic we analyzed publications on the topic of context and teaching English in context. We assumed that discourse products may have different types of properties which characterize its meaning and organizational structure and be the reflection of situational context.

Contextual properties of discourse product derive from the sociolinguistic nature of discourse. Functional linguistics identifies the context of language use as any extra linguistic factors that influence communication [2; 9]. These factors make the product of

discourse a holistic system formed by the goal factor.

D. Hymes specifies sixteen general contextual features which can be summarized to the categories of the participants, the format and subject of the message, the channel, language code and situational environment [9]. The classification suggests that situational context forms specific communicative conditions for the other factors. On the other hand, any product of discourse is generated and interpreted in specific situational context. Thus, situational context regulates the communicative behavior of the participants by defining the communicative goal and the linguistic features of its product [1; 8; 9].

This function of context is used in teaching ESP. The context model used in teaching ESP includes the field, the participants, the genre and the register [1]. Context becomes the source of meaning, topics, language patterns, and organizational structures, which allows using it for modelling communicative situations through tasks [1; 6; 12]. However, context regulation means stability but not total similarity of the texts produced. The repertoire of unique texts varies within typical genres [7].

The role of context in ESP can be summarized by the following points. Firstly, context is the source of meaning. The statement is based on the linguistic understanding of context as a condition for a language form to acquire a certain meaning. It supports only those ones that are peculiar to it [9; 10]. Thus, context defines and narrows the range of meanings discussed by discourse participants in a specific communicative situation.

Secondly, context regulates the arrangement of language forms on register level. This feature corresponds to the systemic understanding of context. The semiotic contextual model by Martin has two basic levels of abstraction for the contextual features. The highest level is an abstract one of genre, followed by the surface level of language register [5]. In other words, genre supports the linguistic choice of grammar and vocabulary in a context.

Therefore, for teaching purposes genre can be understood as the criteria for classifying discourse products that have specific linguistic features relevant to the purposes of communication. The pedagogical value of the genre affiliation of discourse product is the ability to model its typical specific properties. Practically, a genre can be modeled in an educational communicative situation by describing its contextual properties. There is no uniform classification of genres used for teaching purposes but the most common types can characterize the manifestations of the subject of context field, the object or an activity [5].

Thirdly, the manifestation of genre on register level is connected with the organizational structure of discourse product. In particular, the organization of discourse product helps to have the idea of how parts of the text structure interact [5] or how rhetorical moves are arranged in a communicative situation [4]. In other words, the organizational structure of a discourse product can relate a text to a certain genre. It can be applied to any type of text structure, not necessarily the ones chosen for teaching ESP. What is more, the hierarchy of discourse organization is irrespective of text genre because it reflects the hierarchy of its semantic structure in general [10].

However, the organizational structure of discourse is not a common object of studies. It is usually viewed upon as part of the general structure of discourse product dependent on its semantics. In teaching ESP the analysis of the organizational discourse structure can be effective for interpreting texts of specific genres as it guides a recipient through text fragments [3; 7]. Discourse organization reveals itself through paragraph marks, text mechanics and cohesion [3].

The influence of the genre on discourse structure is observed on sentence and text

levels. On sentence level the genre characterizes by the ways of initiating and developing the theme and rheme relationships [1]. On text level it outlines the text composition and text compression [10]. Though text compression may characterize the genre, it does not influence the holistic semantic structure of the text. For example, the composition schemes of a personal letter and a recipe are obviously different but easy to recognize and understand.

In teaching ESP the genre sets the norm of a typical text organization [1; 7]. For teaching purposes the combination of rhetorical moves within the organizational structure of discourse genre can be an effective tool for task design [6] because it specifies the "scheme" of a genre. On the other hand, typical rhetorical structures that comprise the genres (text formats) of narration, description, argumentation, and instruction are widely used in teaching general English.

Results and discussion

The results of literature analysis have inspired the idea that the concept of genre could become crucial for understanding the linguistic features of the text used in teaching ESP. On the other hand, the question is whether these features are studied and used explicitly enough with Russian students as it has been postulated in ESP methodology abroad [4]. Also, we are still convinced that the genre is an important criterion of text analysis and composition for any purposes because it influences text properties in general.

Conclusion

In conclusion, the context in teaching ESP and teaching general English forms the normative basis for communication. In particular, it regulates the meaning, text organization and the choice of linguistic forms. Being complex, context can be best characterized by the abstract concept of communicative genre that reveals itself in language register. Communicative genre is the language feature that marks different discourse products as typical for the situational context. This feature allows it to be the building block of task design and to measure the norm of a text produced in a specific context.

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КОНТЕКСТ В ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ ДЛЯ СПЕЦИАЛЬНЫХ ЦЕЛЕЙ

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Аннотация

Известно, что контекст является главным лингвистическим понятием, на которое опирается обучение английскому языку для специальных целей. Основу методики составляют ограничения, накладываемые контекстом на условия коммуникации. Эти ограничения распространяются на продукт дискурса, деля его лингвистические свойства типичными и предсказуемыми. В статье анализируются факторы контекста, которые обеспечивают его регулирующую функцию по отношению к содержанию, организационной структуре и форме продукта дискурса. Акцент делается на категории жанра, которая является синтетическим контекстуальным свойством. Учитывая принцип обучения иностранному языку в контексте, автор приходит к выводу о том, что жанр как универсальное контекстуальное свойство можно использовать в любых обучающих целях. Жанр формализуется на уровне языкового регистра и характеризует продукт дискурса с точки зрения нормативности. Возможно моделировать жанр текста в задании.

Ключевые слова*: жанр, контекст, план задания, продукт дискурса, регуляция, языковая норма*

СТРАНОВЕДЕНИЕ КАК ПОНЯТИЙНАЯ ОСНОВА ИЗУЧЕНИЯ АНГЛИЙСКОГО ЯЗЫКА В УНИВЕРСИТЕТЕ

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Аннотация

Хорошо известно, что язык и культура тесно связаны между собой. При обучении иностранному языку в учебный процесс обычно включают историческую, географическую, политическую и культурную информацию о стране изучаемого языка. Однако многие люди изучают иностранный язык в первую очередь как средство международного общения (особенно английский язык) и как инструмент межкультурной профессиональной коммуникации на научных конференциях, для участия в международных проектах и полевых экспедициях. Поэтому тема мировой культуры должна получить более широкое освещение в преподавании английского языка.

Учебник «Английский язык. Страноведение» (Юрайт, 2018) решает эту задачу. Понятийной основой учебника являются региональная география и культура народов мира. В учебнике содержится богатый и информативный материал о разных странах, их географии, истории, традициях, быте, искусстве и науке. Общая структура книги заимствована из региональной и культурной географии и построена вокруг крупнейших культурных и цивилизационных регионов мира. Такая тематика текстов учебника способствует овладению английским языком, прежде всего, как средством международного общения, т.к. не сводит историко-культурную информацию узко только до сведений о стране изучаемого языка.

Учебник предназначен для студентов университетов, специализирующихся в различных областях, таких как естественные, технические и гуманитарные науки, в том числе культурологии, мировой экономике, географии, социологии, экологии, международном туризме. Курс направлен на развитие практических речевых навыков (чтение, говорение, аудирование и письмо), а не теоретических знаний по морфологии, грамматике и синтаксису английского языка.

С помощью учебника «Английский язык. Страноведение» удобно применять метод «перевёрнутого обучения» когда ученики делают устные доклады и презентации, подготовленные самостоятельно на основе дополнительной информации, связанной с изучаемой темой. Помимо развития навыков владения английским языком такая технология обучения развивает способность к творческой самостоятельности, умению находить и обрабатывать информацию, формулировать связную речь и принимать участие в обсуждениях на иностранном языке.

Ключевые слова*: коммуникативная компетенция, культуры мира, межкультурная коммуникация, страноведение, учебник английского языка, язык и культура.*

В 2018 году в издательстве «Юрайт» вышел учебник «Английский язык. Страноведение» [1], созданный на факультете Иностранных языков и

регионоведения МГУ. Авторы учебника работают на кафедре иностранных языков для географического факультета: заведующая кафедрой А.И. Комарова, старший преподаватель И.Ю. Окс

Учебник предназначен для студентов высших учебных заведений, владеющих английским языком на среднем уровне. В первую очередь мы ориентировались на учащихся, специальностью которых являются регионоведение, культурология, география и другие естественнонаучные и технические дисциплины. Учебник также может быть использован для более широкого круга людей, изучающих английский язык на основе познавательных материалов о природе Земли, хозяйственной деятельности людей, традициях, образе жизни и культуре народов, населяющих различные страны и регионы мира.

Учебник ставит своей целью научить студентов быстро извлекать информацию при чтении, излагать содержание по-английски просто и понятно, делать сообщения и обсуждать темы, связанные с историей, географией и культурой стран, используя основной словарный фонд английского языка и наиболее употребительные языковые средства.

В понятийном плане учебник имеет четкую структуру, обусловленную логикой данной предметной области. Он состоит из 40 разделов (Units), каждый из которых посвящен описанию и характеристике страны или культурного района, являющегося в свою очередь частью более крупного региона мира. Разделы повторяют последовательность изложения материала в соответствующих систематических курсах и вместе представляют, по существу, страноведение мира «в миниатюре». При построении учебника мы опирались, прежде всего, на достижения комплексного географического страноведения.

«Страноведение – географическая дисциплина, занимающаяся изучением территорий (стран и их районов, регионов), систематизирующая и обобщающая разнородные данные об их природе, населении, хозяйстве, культуре и социально-политической организации, особенностях исторического развития» [2, с. 245]. В то время как географическое страноведение нацелено на понимание страны как сложного пространственного объекта, в нашем учебнике английского языка отбор страноведческих сведений мы производили с позиций лучшего обеспечения коммуникативной функции английского языка. Не претендуя на строгую систематичность, присущую географическому страноведению, мы последовательно отбирали текстовой материал, позволяющий учащимся преодолеть языковой барьер за счет более глубокого проникновения в историю, культуру и общественную жизнь разных стран.

Идея построения учебника на основе комплексного страноведения мира возникла не случайно. Общеизвестно, что язык и культура тесно связаны между собой. В преподавании иностранных языков распространена практика обращаться к тому, что принято называть «миром изучаемого языка», то есть включать в языковой учебный процесс историко-географическую, политическую и культурно-бытовую информацию. Однако культурологический материал связан в подавляющем большинстве случаев почти исключительно со страной изучаемого языка: если это учебник английского языка, то тексты касаются только Великобритании и США, если французского — то Франции, если испанского — то Испании или Латинской Америки. Недостатком такого подхода является излишняя детализация информации о той стране, язык которой изучается. Углубление в детали не отвечает интересам широкого круга российских студентов, большинство

которых стремится овладеть иностранным языком, прежде всего как средством международного общения. Особенно это касается английского языка – главного инструмента межкультурной коммуникации. Второстепенные сведения лишь загромождают память учащихся и имеют весьма сомнительную познавательную ценность.

Мы считаем, что тема страноведения и **мировой** культуры может и должна найти в учебниках иностранного языка более широкое освещение. Поэтому мы решили использовать в преподавании английского языка богатый и в высшей степени познавательный материал о **разных** странах и культурах **разных** народов мира.

В современной науке имеется несколько вариантов деления мира на крупные регионы, в которых населяющие их народы имеют сходные культурные характеристики. Мы приняли за основу для подбора текстового материала региональное деление мира на макрокультурные регионы[1]. Оно обосновано целым рядом физико-географических, экономических и социально-культурных факторов и принято в обществоведческих и цивилизационных исследованиях: Европа (Западная Европа, Средиземноморская Европа, Восточная Европа), Азия (Ближний Восток, Южная Азия, Юго-Восточная Азия), Тихоокеанский регион (Австралия и Океания), Африка, Северная Америка, Латинская Америка (Центральная Америка, Южная Америка). Для каждого региона мы выбрали по одной или несколько наиболее интересных или характерных стран.

Для культурных регионов и отдельных стран, мы отобрали текстовой материал на английском языке, который в совокупности позволил дать достаточно развернутую характеристику соответствующего региона (или страны). Так, разделы по каждому региону и отдельным странам построены по единому плану. Мы расположили учебные тексты, следуя определенной логике, принятой в комплексном страноведении: Географическое положение. Природа. История. Экономика. Организация общества. Менталитет. Традиции. Искусство. Наука. Такая рубрикация страноведческого описания берет свое начало еще с самых ранних путеводителей. Например, известная книга «Всемирный Путешествователь, или познание Старого и Нового Света», изданная в 27 томах в России в Санкт-Петербурге в середине 18 века уже имела для характеристики каждой страны подобные главы[2] [4].

Кроме этого многие тексты высветили и раскрыли характерные особенности стран и народов. Приведём (в переводе на русский язык) несколько названий

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[1] Региональное деление в учебнике «Английский язык. Страноведение» отчасти согласуется с представлением о «макрокультурных регионах мира – в частности, предложенное С. Хантингтоном. Он выделил 9 таких макрорегионов, которые назвал цивилизациями: латиноамериканскую, африканскую, буддистскую, западную, индуистскую, исламскую, китайскую, православную, японскую. Хотя культура каждой из стран, входящих в такой макрокультурный регион уникальна, каждый из них имеет некоторое общее качество для всех составляющих его стран. Этим макрокультурным регионам соответствует доминирующий язык – английский (ведущий язык Запада и наиболее распространенный в мире в целом), испанский – один из ведущих языков Латинской Америки, один из коренных языков тропической Африки – суахили, ведущие языки мусульманского мира – арабский, персидский, турецкий, в индуистском макрокультурном регионе лидирует хинди, в буддистском мире – тайский, китайский и японский [3, с.24].

[2]« Всемирный путешествователь, или познание Старого и Нового Света, то есть: описание всех по сие время известных земель в четырех частях света, содержащее каждой страны краткую историю, положение, города, реки, горы; правление, законы, военную силу, доходы; веру ее жителей, нравы, обычаи, обряды, науки, художества, рукоделия, торговлю, одежду, обхождение, народные увеселения, доможитие, произрастание, отменных животных, зверей, птиц, и рыб; древности, знатные здания, всякие особливости примечания достойные и пр.»

текстов из учебника: Объекты Всемирного наследия. Английская кухня. Тонкости Французской Кухни. Венеция – город на воде. Загадка Кёльнского собора. Болливуд против Голливуда. Фамилии и имена у китайцев. Китайская философия. Что такое сюрреализм? Китайская медицина. Индийский танец. Африканские политические системы. Сказки Африки. Древние цивилизации. Русские в Боливии. Традиционная индийская одежда. Капоэйра – бразильское искусство.

Мы не пытались исчерпывающе изложить содержание и заменить своим учебником систематического страноведческого описания. Главным для нас было то, чтобы учебные тексты были информативными, познавательными, интересными, хорошо структурированными в понятийном плане, но не были перегружены смысловыми деталями. Такой текстовой материал, имеющий отчетливую тематическую или понятийную направленность, и где языковая организация обеспечивает четкое и ясное изложение мыслей и фактов, оказывается оптимальным для обучения тех, чьей целью является овладение <u>практическими навыками</u> иностранного языка[3]. Стилистически нейтральные, регулярно воспроизводимые словосочетания и выражения, которые учащийся с помощью своего преподавателя усвоит из приведенных текстов, можно активно и уверенно использовать при общении на английском языке.

Данный учебник успешно может применяться на занятиях в форме «перевёрнутого класса» (flipped classroom). Суть перевернутого обучения состоит в том, что студенты знакомятся с текстовым материалом учебника самостоятельно вне занятия. Аудиторное же время используется для более сложной продуктивной работы: студенты подбирают информацию на иностранном языке по теме урока, дополняют ее актуальными сведениями из разных источников, в том числе из интернета, и излагают в виде доклада, сообщения или презентации. Такой подход развивает способность студентов к самостоятельному обучению, умению находить и обрабатывать информацию, формулировать мысли, производить связную монологическую речь, высказывать свою точку зрения, ставить вопросы и отвечать на вопросы, принимать участие в обсуждениях на иностранном языке.

Мы используем данный учебник в преподавании английского языка на 1 и 2 курсах магистратуры и для продвинутых студентов старших курсов географического факультета МГУ, которые уже в достаточной степени освоили географический «язык для специальных целей». На этом этапе смена тематики с научно-географической на преподавание языка через культуры народов мира весьма целесообразна, тем более что, согласно программе учебной дисциплины «Иностранный язык», наряду с практической целью, курс иностранного языка реализует образовательные и воспитательные цели, способствуя расширению кругозора студентов, повышению их общей культуры и образования, воспитанию терпимости и уважения к духовным ценностям других стран и народов.

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[3] Текстовые материалы учебника можно использовать гибко. Материалы расположены в учебнике английского языка на основе комплексного страноведения как фундаментальной географической дисциплины, рассматривающей все страны мира безотносительно их значимости в мировой экономике и политике. Но этот список можно скорректировать в сторону более полного учета международной роли стран, текущей и потенциальной. Это отвечает интересам подготовки кадров для самых разных сфер народного хозяйства. Аналогично можно скорректировать степень проработки текстового материала, касающегося тех аспектов, которые наиболее важны студентам соответствующих специальностей, при этом используя темы природа, туризм, искусство, культура, как объединяющие и интересные всем учащимся.

Поэтому при работе с учебником «Английский язык. Страноведение», помимо совершенствования речевых умений в устной и письменной речи и увеличения лексического запаса иностранного языка, студенты повышают свой уровень общей гуманитарной культуры и готовность к межкультурному общению. В процессе самостоятельной работы и аудиторных занятий учащиеся приобщаются к традициям и реалиям зарубежных стран в рамках тем, сфер и наиболее типичных ситуаций общения. У студентов также формируется умение сравнивать и сопоставлять разные страны и народы, а также представлять свою страну, ее культуру в условиях иноязычного общения на научных конференциях, во время работы в составе международных проектов и полевых экспедиций.

В заключение перечислим характерные черты и достоинства учебника «Английский язык. Страноведение» для преподавания английского языка как средства международного общения в профессиональной сфере разных специальностей:

• содержит разнообразный, интересный и информативный текстовой материал, который расширяет кругозор учащихся;

• весь материал учебника — аутентичный;

• тексты выдержаны в стиле достаточно простого, стилистически нейтрального изложения средней степени сложности;

• материалы учебника можно использовать на занятиях с учащимися с различным уровнем знаний английского языка;

• учебник можно использовать как дополнение к систематическому курсу для культурологов и регионоведов;

• имеет четкую логическую структуру и представляет собой страноведение «в миниатюре»;

• все разделы имеют одинаковую структуру и включают рубрики, направленные на развитие основных навыков владения языком;

• расширительные вопросы после текстов направлены на тренировку говорения и умения отвечать на вопросы распространенно и полно, привлекая для ответа фоновые знания учащихся;

• грамматические упражнения направлены на поиск грамматических явлений в контексте и освоение грамматики «в действии»;

• содержит познавательные тексты для развития навыков письменной речи и перевода;

• развивает навыки устной речи — предлагает темы для дискуссий, докладов и сообщений;

• учит навыкам реферирования;

• помогает учащимся говорить по-английски просто и понятно, используя самые употребительные языковые средства, основной словарный фонд английского языка и базовую терминологию;

• направлен на овладение практическими навыками иностранного языка;

• стимулирует учащихся на самостоятельный поиск материалов по обсуждаемым темам в Интернете и в других источниках.

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REGIONAL GEOGRAPHY AND CULTURE AS A CONCEPTUAL BASIS FOR TEACHING ENGLISH AT UNIVERSITIES

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Abstract

It is well known that language and culture are closely related. When teaching a foreign language, it is typical to include in the educational process historical, geographical, political and cultural information about the country of the language being studied. However, many people tend to learn a foreign language primarily as a means of international communication (especially the English language) and as a tool of cross-cultural contacts at scientific conferences, international projects and field expeditions. Therefore the topic of world culture should receive wider coverage in the teaching of English.

We published a textbook "English language. Country studies". (Urait Publishing House, 2018). The conceptual basis of the textbook is the regional geography and cultures of the peoples of the world. The English textbook provides very rich and informative material about different countries, their geography, history, traditions, way of life, arts and science. The general structure of the book is borrowed from the regional and cultural geography and is built around the largest cultural and civilizational subdivisions of the world.

The textbook is aimed at university students specializing in various fields such as Natural Sciences, Engineering and Humanities including Cultural Studies, World Economy, Geography, Sociology, Environmental Management, and International Tourism. The course focuses on practical language skills (reading, speaking, listening, and writing) rather than on theoretical knowledge about English morphology, grammar and syntax.

With the textbook "English language. Country studies" it is convenient to apply the approach of flipped learning. In the flipped classroom students give oral talks and presentations prepared on their own on the basis of additional information related to the topic under study. Apart from English language skills proper this technology develops the ability for self-study by finding and processing new information, as well as public speaking and conducting a discussion.

Keywords: communicative competence, cross-cultural communication*, country studies, English textbook, English language teaching, world cultures.*

РОЛЬ ЗНАНИЯ МЕТАФОР ТЕРМИНОЛОГИЧЕСКОГО АППАРАТА ЯЗЫКА ЭКОНОМИКИ В ОБУЧЕНИИ ПРОФЕССИОНАЛЬНОЙ КОММУНИКАЦИИ

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Аннотация

Показана роль языка экономики в общей системе профессиональных знаний. Проиллюстрировано, что в профессиональной коммуникации экономистов метафоры выступают в качестве терминов, а также и не терминов при акцентировании тех или иных характеристик субъектов, объектов и событий окружающей действительности, выражают отношение и оценивают их. Приводятся примеры участия метафор в формировании терминологического аппарата науки экономики. Описываются методы и методики, позволяющие выявить и проанализировать метафоры, участвующие в вербализации знаний из области экономики, в частности, метод метафорического моделирования и контент-анализа материала, полученного методом сплошной выборки из текстов профессиональной направленности. Подчеркивается, что для обеспечения успешной профессиональной коммуникации необходимо знание метафорических конструкций. Таким образом, обучение переводу метафор, участвующих в формировании терминосистемы языка науки экономики, способствует обеспечению адекватного понимания экономических текстов. Показано, что самой продуктивной метафорической моделью в экономической терминосистеме английского языка можно считать модель «человек → экономика». Именно она характеризует практически все аспекты экономической деятельности: финансовой, банковской, маркетинговой, организации и управления предприятиями. Дано определение метафорической картине мира экономики как наглядного, характерного для современной исторической эпохи интегрального образа мира экономики, сложившегося в результате синтеза отраженных метафорами знаний о реальных событиях, явлениях, объектах и субъектах экономической действительности.

Делается вывод о том, что знания о метафорах языка экономики призваны помочь переводчикам в сфере профессионального общения, а также тем, кто обучается по экономическим направлениям адекватно интерпретировать тексты по специальности, учитывая метафорический фон терминосистемы, активно участвовать в профессиональной коммуникации.

Ключевые слова*: язык экономики, профессиональная коммуникация, метафора, метафорическая модель, термин, картина мира, перевод.*

Введение

Язык экономики сегодня рассматривается как один из языков для специальных целей (ESP или LSP), представляющим собой систему лексических средств национального языка, включающую структуру знаний о той или иной

научной или профессиональной области и выраженную, главным образом, терминами и профессионализмами [Зяблова 2005; Массалина, Новодранова 2009]. То важное место, которое отводится языку экономистов среди прочих языков для специальных целей, определяется ролью, выполняемой экономикой в современном мире, актуальностью экономических событий по сравнению с теми, которые происходят в других областях специальных знаний, а также влиянием экономики на национальную и интернациональную профессиональную коммуникацию. В современном мире повседневное общение пронизано дебатами на экономические темы. Обсуждаются курсы валют, ценовая политика, пенсионная реформа, итоги экономических форумов, результаты биржевых торгов и т.п. В целях упрощения понимания и увеличения информативности сообщений участники коммуникации, а также авторы экономических текстов часто прибегают к метафорам. Кроме того, терминологический аппарат науки экономики сформирован и в английском, и в русском языках с использованием метафор терминов и метафор, не являющихся терминами, но позволяющими репрезентировать реалии окружающей действительности. В этой связи представляется важным уделять внимание при обучении профессиональной коммуникации будущих экономистов знакомству с метафорической картиной мира экономики, а также переводу метафор, участвующих в репрезентации знаний из области экономики.

Материалы и методы

Экономические вопросы более всего обсуждаются в рамках СМИ, и даже можно предположить, что именно благодаря интенсивному развитию СМИ, появлению в свободном доступе интернет-версий известных мировых источников информации процесс метафоризации языка экономики значительно ускорился. Метафоры позволили представить то, что невозможно увидеть, что трудно описать научным языком, к чему сложно подобрать удачный термин. В этой связи при формировании терминологической системы языка экономики появились и продолжают рождаться термины-метафоры, в которых абстрактное содержание передано через обращение к конкретному образу. Следует отметить, что пополнение современного экономического лексикона европейских языков, осуществляется в соответствии влиянием английского языка, наблюдаются тенденции к метафорической репрезентации событий мира экономики, лавинообразному характеру словообразования, что способствует сближению метафорических картин. Отчасти благодаря данному факту специалисты в области экономики не испытывают затруднений при овладении новым терминологическим аппаратом, в котором достойное место занимают метафоры. В этих условиях знакомство будущих экономистов с системным описанием метафор экономического лексикона представляется особенно актуальным. С этой целью авторами настоящей статьи было издано учебной пособие, включающее метафоры, которые выступают в качестве терминов, либо не являются таковыми, но отражают картину экономической реальности, определяют нормы экономической деятельности и взаимоотношения людей в этой деятельности, дают ей оценку [Бородулина, Гливенкова, Гуляева, Макеева 2018]. В задачи учебного пособия входит обучение переводу метафор, используемых в профессиональном языке экономистов. Эмпирический материал был получен методом сплошной выборки из ведущих периодических изданий рубрики «Экономика», а также словарей и энциклопедий. Был использован метод метафорического моделирования, выявляющий источники метафорического переноса [Лакофф 2004; Котюрова,

Кетова 2010; Musolff 2004], а также контент-анализ, позволяющий осуществить количественную и качественную интерпретацию результатов исследования [Манаев 2003; Komis, Depover, Karsenti 2013]. Интерпретация полученной информации позволила сделать вывод о наличии общего метафорического фона языка экономики, в котором выделяются метафоры термины и метафоры не термины.

Результаты дискуссии

Инструментарий современной учебной лексикографии может использоваться педагогами-практиками не только для создания учебных словарей, но и для составления лексических минимумов отдельных тем, разделов и в целом самих изучаемых дисциплин; учебных пособий словарного типа; представления и толкования лексики в глоссарии учебников или учебных пособий. Словари, ориентированные на процесс и результат обучения, могут также применяться в качестве эффективного дидактического материала в образовательном процессе. Что касается словаря метафор экономического лексикона, то он позволяет увидеть, какие широкие возможности имеются у языковой метафоры как способа отражения событий и явлений современной экономики.

Исследование метафорического фонда экономической терминосистемы английского языка дает примеры употребления в переносном значении практически **любого слова**, нарицательного и собственного: *hole – брешь; bull – бык; Klondike;* прилагательного и причастия: *ridiculous – смешная (цена, зарплата); floatig – гибкий, плавающий (бюджет, валютный курс);* глагола: *stifle – задушить* (бизнес)*; swallow – проглатывать, проглотить (конкурентов, денежную массу*); словосочетания: *business angel – ангелы бизнеса; flight from cash – бегство от денег*; сложное слово: *brainstorming – мозговой штурм*.

Сформированные через перенос значения языковые знаки образуют **лексико-семантические группы**. Примером может служить условное обозначение различных категорий лиц наемного труда через метафоры, основанные на символике цвета: *white (gold, grey, blue) collar – воротнички* (*золотые, белые, серые, синие*). Степень волнений на рынке передается метафорически: *fever – лихорадка* и *gold fever – золотая лихорадка*.

Внутри лексико-семантических групп метафоры зачастую вступают в отношения **синонимии**: *economic bubble (sometimes referred to as a speculative bubble, a market bubble, a price bubble, a financial bubble, a speculative mania or a balloon – пузырь экономический («спекулятивный», «рыночный», «ценовый», «финансовый»;* **антонимии**: *invisible hand – невидимая рука* и *invisible foot невидимая нога; wolves and sheep – волки – овцы* (удачливые /неудачливые игроки на бирже)

Изменение значения может привести к некоторому сужению, как это, например, происходит при использовании в экономической лексике цветовых метафор, уточняющих особенности рынка. В отличие от рынка вообще *black market – «черный рынок»* – это нелегальный рынок каких-либо товаров или услуг, а *grey market – «серый рынок»* – это любой рынок дефицитных товаров, который отличается от «черного рынка» тем, что он легальный.

Анализ формальной стороны метафор экономического лексикона, свидетельствует о том, что многие из них сформированы как «чужие» термины, т.е. «термины, почерпнутые из других областей знаний» [Харченко 2007: 35]: наука и техника, религия, мифология, карточные игры и спорт. Так, слово *capacity* –

емкость (вместилище для жидких и сыпучих тел) характеризует сегодня коррумпированность государственных структур. О ком-то, не выдерживающем конкуренции, остающемся последним, говорят *outsider – аутсайдер*.

Нередко метафоры сопровождаются пометами «оцен.», «разг.», «шутл.», «негатив.», «неодобр.», «высок.», «ирон.», «жарг.», «презр.», а также указанием на источник заимствования. Например: *Bedlam – Бедлам* (название дома умалишенных в Лондоне) – жарг.: хаос, неразбериха на бирже в моменты потрясений.

Системное описание метафор экономического лексикона демонстрирует роль зоо- и цветосимволики, а также нумеративной семиотики, семиотики тела и костюма в обозначении понятий мира экономики. Например, так называемые «рыночные животные» активно участвуют в терминообразовании, что очень свойственно для английского языка: *bull market* – рынок, характеризующийся тенденцией повышения цен; *bear market* – рынок с тенденцией к понижению; *bull campaign* – игра на повышение; *bear campaign* – игра на понижение; *bull account* – обязательства брокера по ценным бумагам при игре на повышение; *bear account* – обязательства брокера по ценным бумагам при игре на понижение; *bull trap* («бычья ловушка») – прорыв наверх наверху ценового диапазона, сопровождаемый хорошими новостями*; bear trap* («медвежья ловушка») – ситуация, с которой сталкиваются продавцы, играющие на понижение, когда «медвежий» рынок меняет направление и становится «бычьим» и т.д.

Заключение

В результате контент-анализа массива англоязычных экономических текстов из интернет-аналогов ведущих мировых изданий выявлены актуальные метафорические модели репрезентации экономической терминосистемы, нацеленные на акцентирование, выделение признаков явлений и событий, которые важны для человека в процессе деятельности. Экономика, включая характеристики данных явлений и событий, которые они получают в результате метафорического переосмысления, представляет собой ***цель*** метафоры. Наименование модели осуществляется на основе определения области ***источника***, демонстрирующего выбор мотива ассоциаций. Самой продуктивной является метафорическая модель «человек → экономика», через которую характеризуются практически все аспекты экономической деятельности: финансовая, банковская, маркетинговая, организация и управление предприятиями.

Эксплуатируя смыслы, выработанные обыденным сознанием, опираясь на житейскую живую картину мира, используя опыт и элементарные познания других наук и мировой цивилизации, «метафоры термины» и «метафоры не термины» активно участвуют в сложном механизме создания экономической терминосистемы английского языка. В результате в процессе профессиональной коммуникации формируется ***метафорическая картина мира экономики как наглядный, характерный для современной исторической эпохи интегральный образ мира экономики, сложившийся в результате синтеза отраженных метафорами знаний о реальных событиях, явлениях, объектах и субъектах экономической действительности***.

Знания о метафорах, репрезентирующих понятия мира экономики, должны помочь переводчикам в сфере профессионального общения, а также тем, кто обучается экономическим специальностям, адекватно отражать содержание переводимой ими литературы, не упуская возможности передать яркие и

неповторимые смыслы, свидетельствующие об отношении авторов текстов к описываемой экономической ситуации, а также обращать внимание на обилие экономической терминологии, в основе которой заложен метафорический перенос значения.

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THE ROLE OF THE KNOWLEDGE OF THE ECONOMY LANGUAGE METAFOR IN THE TEACHING OF PROFESSIONAL COMMUNICATION

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Abstract
The role of the language of economics in the general system of professional

knowledge is shown. It is illustrated that in the professional communication of economists, metaphors act as terms, as well as non-terms, while emphasizing certain characteristics of subjects, objects and events of the surrounding reality, express attitude and evaluation. Examples of the participation of metaphors in the formation of the terminological apparatus of the science of economics are given. Methods and techniques are described that make it possible to identify and analyze metaphors involved in the verbalization of knowledge from the field of economics, in particular, the method of metaphorical modeling and content analysis of the material obtained by continuous sampling from texts of professional orientation. It is emphasized that to ensure successful professional communication, knowledge of metaphorical constructions is necessary. Learning to translate metaphors involved in the formation of the term system of the language of the science of economics helps to ensure an adequate understanding of economic texts. It is shown that the most productive metaphorical model in the economic terminological system of the English language can be considered the model "person → economy". It is that which characterizes almost all aspects of economic activity: financial, banking, marketing, organization and management of enterprises. The definition of the metaphorical picture of the world of economics is given as a visual, characteristic for the modern historical epoch of the integral image of the world of economics, formed as a result of the synthesis of knowledge reflected by metaphors of real events, phenomena, objects and subjects of economic reality.

It is concluded that knowledge about the metaphors of the language of economics is designed to help translators in the field of professional communication, as well as those who are trained in economic areas to adequately interpret texts in their specialty, given the metaphorical background of the term system, to actively participate in professional communication.

Keywords*: economic language, professional communication, metaphor, metaphoric model, term, picture of the world, translation.*

ИГРЫ ПРЕПОДАВАТЕЛЕЙ СО СТУДЕНТАМИ ДЛЯ НЕСПЕЦИАЛЬНЫХ ЦЕЛЕЙ

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Аннотация

Обычно считается, что игра в преподавании иностранных языков является приёмом обучения и рассматривается языковой дидактикой для достижения специально намеченных целей обучения. Однако есть основания полагать, что игра относится к языковой педагогике, являясь формой профессионального взаимодействия учителя с учащимися, интеллектуальной средой для принятия необходимых решений, а также процессом достижения неспециальных целей вовлечения в учение, повышения мотивации и активизации мыслительной и речевой деятельности.

Изучение проблемы показывает, что без игровой ситуации, гладкое и беспроблемное течение процесса обучения на достигнутом «плато» создаёт лишь видимость учебной работы.

Ключевые слова: теория игры, игры в языковой педагогике, взаимодействие преподавателей и студентов

Введение в проблему игры в обучении

В широком понимании термина, игра представляет собой межличностное взаимодействие, обусловленное проблемной ситуацией, на пути к получению выигрыша через последовательность игровых ходов.

Любой эпизод на уроке становится «игрой» с момента, когда ситуация на занятии осложняется и участники с двух сторон начинают продумывать свои ходы для получения желаемого «выигрыша».

Игра как понятие выходит за рамки узкого определения. Одна из причин такой размытости границ игры и «трансцендентальности» (проницаемости границ) понятия, состоит в том, что игровые отношения пронизывают всю ткань социального бытия. Шекспир представил мир как театр, в котором у каждого актёра есть роль, развивающаяся по сюжету спектакля и завершающаяся с закрытием занавеса. Эрик Берн, автор психологической школы трансактного анализа (transactionalanalysis), в своей книге «Игры, в которые играют люди», представил межличностные отношения, как игровое взаимодействие социальных ролей-масок. В либретто оперы П. И. Чайковского «Пиковая дама», герой восклицает: «Что наша жизнь? Игра!», имея в виду непредсказуемость шанса победы. Альберту Эйнштейну принадлежит мысль о том, что игра - это высшая форма исследования (Gamesarethemostelevatedformofinvestigation). В эпическом фильме советской эпохи «Чапаев», герой с помощью варёных картофелин строит игровую модель предстоящего кавалерийского сражения.

Учебная деятельность, в которой возникают разнообразные ситуации взаимодействия между педагогом и студентами представляет собой непрерывную педагогическую игру, направленную на получение выигрыша, который каждая

может понимать по-своему.

Можно предположить, что педагогическая игра, в которую вступают преподаватели и студенты на протяжении образовательного курса, является главным условием качественного роста компетенций. Без ответов на вызовы, разрешения противоречий и преодоления препятствий, нет движения вперёд.

«Игра» в языковом контексте

Значение слова «игра» раскрывается в коммуникативном смысле словосочетаний. Например, agameplan – это не сценарий игры, а план достижения успеха, благодаря эффективным стратегиям. Другое словосочетание, agamepoint, означает «игровой шаг», имеющий решающее значение для победы, как поворотный момент во взаимодействии с партнёрами или конкурентами.

Существует особый термин gamesmanship, который нередко приобретает отрицательный смысл - умение выиграть без обмана, пользуясь несовершенными и устаревшими законами. Слово gamesmanship, в этом смысле, похоже на знакомый учителям термин testwiseness (тестовая хитрость), когда ученик, не владеющий знаниями в нужном объёме, повышает свои баллы, «вычисляя» правильный ответ. Именно такой стратегией вычисления ответа пользуются участники популярной телевизионной игры «Кто хочет стать миллионером?».

Слово «игра» в языковых коллокациях означает, что человек включён в деятельность и взаимодействует с другими участниками: "He is not in the game", "It is a game of politics", "Power games are very common among people", "They are new to the game", "Getting dirty is part of the game", "The game is up". Существуют идиоматические выражения: "Do not give the game away = Keep secrets", "Learn to play the game = be honest", "What is your game? = What are you up to?"

Теория игры

Теория игры рассматривается в различных сферах человеческой деятельности. Основополагающие идеи Джона Неймана и Оскара Моргенштерна были дополнены в результате многочисленных теоретических и экспериментальных исследований.

Исходя из различных теоретических подходов, абстрактных моделей и практических решений, представляется возможным дать понятию «игра» следующее обобщающее определение: *игра – это реализация стратегий для выигрыша*. Жизнь требует от человека непрерывной череды решений о выборе стратегий деятельности и поведения. Поэтому, *любая деятельность представляет собой непрерывную мега игру с другими игроками или с самим собой.* В эту мега игру, которая охватывает все виды человеческой активности, с необходимостью вовлекается каждый.

Игра как интерактивное поведение

В игровой ситуации, исход определяется выбором стратегий поведения участников. Одним из примеров применения игровых технологий в экономике, был опыт СССР, где отношения на производстве строились на основе «игры» в социалистическое соревнование. Выигрыш предоставлялся в форме первенства, почётных званий и грамот. В США, где правила игры были иные, трудовой выигрыш состоял в денежном вознаграждении. *Интерактивное поведение всегда строится на основе игровых технологий. Разной бывает только форма выигрыша.* Сущность игры при этом не меняется.

Виды игровой активности в жизни человека

В жизни человека, вне зависимости от возраста, встречаются различные

игры. Бывают игры коммуникационные с обменом шутками, глубинные с преодолением страхов в аттракционах, игры-фантазии с переодеванием и перевоплощением, игры-драматизации, двигательные игры с элементами соревнования. Популярными являются интеллектуальные игры, предметные игры с конструкторами и проч. Анализ показывает, что игровая активность пронизывает ткань человеческой жизни, подчёркивая универсальность игрового взаимодействия с социальной средой.

Дидактические игры

В практике преподавания иностранных языков, выделяются различные дидактические игры, включая предметные игры с реквизитом и обучающими материалами, настольные игры с игральным кубиком, разрезными картинками, конструированием из блоков. Используются словесные игры с подбором слов, синонимов и антонимов, названий. Организуются игры на внимание, тренировку наблюдательности и памяти, быстроту реакции, творческие способности и воображение.

Педагоги нередко используют с учащимися игры-путешествия и игры-загадки, релаксационные игры для снятия усталости. Игры могут принимать форму драматизации, соревнования, деловой игры. По количеству участников и форме взаимодействия, они могут быть индивидуальные, парные, групповые или коллективные.

Игры в языковой педагогике

Теория и практика игры проникла и развивается в преподавании иностранных языков как «игровизация» («геймификация» (gamification) учебного процесса. Суть явления в том, что принципы игры все шире проникают в разные аспекты обучающей деятельности, включая использование технологий в форме компьютерных игр. В основе игры лежит естественная человеческая потребность и способность в достижении цели через преодоление барьеров и связанных с этим рисков.В любой игровой ситуации содержатся такие составные элементы, как *игроки, правила, стратегии, ходы, награды, штрафы, итоги.* Подчеркнём, что итогом игрового взаимодействия может стать «нулевая сумма» - zero-sumgame, когда выигрывает одна из сторон, оставляя другую сторону в проигрыше. Подобные ситуации возможны, если учитель доказывает ученику справедливость выставленной низкой оценки или если ученик демонстрирует учителю бесполезность преподаваемого им предмета. В игре с нулевой суммой, каждая из сторон несёт потери, даже одержав победу. В идеале, педагогическая игра является не разделяющей, а объединяющей обе стороны по кооперирующему принципу с обоюдной победой над препятствиями.

Игра в учебной и реальной коммуникации

Игра в учебной коммуникации имеют свою специфику.

«Точкой победы» (gamepoint), то есть, шагом, с которого начинается путь к выигрышу (payoff) в учении, является осознание важности овладения языком для себя, для профессии, для балла или для работодателя.

Например, если студент строит свои стратегии в изучении языка и взаимодействует с педагогом с целью сдать экзамен, то есть, «для балла», решающим условием является соответствие требованиям экзамена и все, что находится за пределами тестового формата, уходит на задний план. Игра упрощается.

Если «игра стоит свеч» и студент заинтересован в высоком уровне овладения

языком, на первое место выдвигается коммуникативная компетенция, а соответствие экзаменационному формату рассматривается как промежуточная задача. В этом случае, между студентом и преподавателем начинается иная игра, более сложная и глубокая.

Заключение

Игра преподавателей и студентов представляет собой межличностное взаимодействие на пути к достижению цели через принятие цепочки интеллектуальных решений и совершение игровых ходов. Проблема заключается не только в том, чтобы принять верное решение и сделать правильный ход здесь и теперь. Не менее важно определить общую стратегию игры и наметить неспециальные цели, не связанные непосредственно с достижением предметных результатов, а направленные на вовлечение студентов в образовательный процесс, рост мотивации и познавательных интересов, повышение уровня притязаний в учении. Профессиональный стиль педагога-мастера всегда характеризует глубинная игра, в которой ставятся и решаются проблемы, преодолеваются объективные и субъективные препятствия, принимаются нестандартные решения и обеспечивается взаимный выигрыш.

THE GAMES THAT TEACHERS START WITH STUDENTS FOR NON-SPECIFIC PURPOSE

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Abstract

Games in teaching foreign languages are often taken as teaching techniques for achieving some specific purposes through entertaining activities. However, there is every reason to believe that the game in a broader sense belongs to language pedagogy, being a form of professional interaction between the teacher and students, intellectual environment for making decisions, as well as the process of achieving non-specific goals of engaging students in learning, increasing motivation and enhancing mental and speech activities.

Research shows that without game situations, smooth and trouble-free flow of the learning process on the achieved plateau creates the appearance of learning.

Keywords*: game theory, games in language pedagogy, teacher-learner interaction.*

SPEAKING AS ONE OF THE WAYS OF FORMING COMMUNICATIVE COMPETENCE OF STUDENTS

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Abstract

The article focuses on the ways of forming communicative competence, ability and readiness to carry both direct communication and mediated communication of students as a leading goal of education. Different viewpoints of researchers to the notion of communicative competence, its content and component structureare considered and analyzed in the given work, on the basis of which we draw the conclusion on training material significance as a way of forming communicative competence.

Keywords: *communicative competence, formation, speech.*

Speaking is a productive kind of speech activity, through which oral verbal communication is carried out. This is an extremely multifaceted and complex phenomenon that is used a means of communication. An understanding of how this happens, first of all, is necessary for the teacher to get success in learning. Speaking as an activity, more precisely, is one of the types of human activity. Speaking results in creating its product - an utterance [1].

Under the communicative competence, acting as an integrated goal of teaching a foreign language, we understand foreign-language and intercultural communication with native speakers in standardized limits. [2].

The formation of the learning component is achieved by mastering students with general educational skills related to both intellectual processes (highlighting the necessary information in the text, comparing the facts and systematizing information, drawing up a plan for speaking on the topic, etc.) and organizing independent work on mastering foreign languages.

The functions of communicative competence include:

- requesting, informing, explaining, and understanding information;

- advising, offering, asking for something;

- starting a conversation, expressing interest in the interlocutor, giving support, ending the conversation;

At the stage of primary school, the foundations of communicative competence are laid, allowing for foreign-language communication and interaction of children, including with native speakers at the elementary level.

In order to successfully form the basis of communicative competence among primary school students, along with the practical purpose of teaching foreign languages, educational and developmental learning goals are also important. Thus, at the first stage of training the following goals are set:

- to create conditions for the early communicative and psychological adaptation of schoolchildren to a new language world different from the world of their native language and culture, and to overcome in the future the psychological fear of using a foreign language as a means of communication in the modern world;

- to form elementary communicative skills in four types of speech activity (speaking, listening, reading, writing), taking into account the speech capabilities and needs of junior schoolchildren;

- to familiarize younger schoolchildren with the world of foreign peers with foreign song, poetic and fabulous folklore and with samples of children's fiction available to children in the foreign language being studied, to form a friendly attitude to the country of the language being studied;

- to introduce children to a new social experience using a foreign language by expanding the range of social roles presented in game situations typical for family, domestic, educational communication, in native and foreign languages, about the interests of junior schoolchildren and the customs and customs of the countries of the language being studied;

- to form some universal linguistic concepts observed in native and foreign languages, thus developing intellectual, speech and cognitive abilities of students [4].

A necessary condition for the realization of the basic functions of communicative competence (informational, regulatory, emotional, evaluative, etiquette) is the formation of all its components, which include language, speech, sociocultural, compensatory and educational components. Thus, the whole content of the teaching of the English languages in the school should be aimed at the principle of communicative orientation and the principle of situational conditioning of the learning process in school.

According to N.D. Gal'skova and N.I. Gez, speaking is a form of oral communication, through which information is exchanged by the means of the language, contact and mutual understanding are established, and the interlocutor is affected in accordance with the communicative intent of the speaker. All functions of oral communication are carried out in close unity.

As the authors note, the age psychology distinguishes three groups of schoolchildren and gives them roughly the following characteristics.

Junior school age (I - IV grades) is characterized by the most powerful work of mechanical memory. Students of this group have quite rich ideas and knowledge, but they are insufficiently aware and disorderly.

It is also known that the aspiration of junior schoolchildren to memorize all by heart or to reproduce close to the original. When memorizing, they usually retain the prescribed order and use the same way of assimilation.

The practical result of foreign language training is, first of all, achieved in the process of personal and communicative education, which also provides for the solution of tasks related to the education, upbringing and development of the student's personality.

Based on the above, we can draw the following conclusions:

1. Speaking as a type of speech activity is primarily based on language as a means of communication.

2. The basis of speaking is the realization of the meaning of the lexical unit of language.

3. Speech, as speaking is a verbal communication, i.e. verbal communication with the help of language.

4. Distinguish the following types of oral speech: dialogical and monologic.

5. Speech (dialogue) is characterized by replicas exchanged by speakers, repetitions of phrases and individual words for the interlocutor, questions, additions, explanations, the use of hints, understandable only to the speaker, a variety of auxiliary words and interjections.

At "School № 45" in Karaganda, the above forms are used actively in teaching English. The analysis of control sections, which are carried out annually for different types of speech activity, shows that the results remain consistently high. Almost all indicators are qualitative. To test the quality of knowledge, grammar tests, tasks for testing the skills of monological and dialogical speech, and texts for listening have been developed.

Summarizing the foregoing, two conclusions must be drawn: first, it is necessary to carefully select the training material and, secondly, to present it correctly, to strive as early as possible to introduce exercises that teach you how to modify and combine the assimilated.

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ГОВОРЕНИЕ КАК ОДИН ИЗ СПОСОБОВ ФОРМИРОВАНИЯ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ

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Аннотация

В статье рассматриваются пути формирования коммуникативной компетентности, способность и готовность осуществлять как непосредственное общение, так и опосредованное общение студентов. В данной работе рассматриваются и анализируются различные точки зрения исследователей на понятие коммуникативной компетенции, ее содержание и компонентную структуру, на основе которых делается вывод о значимости учебного материала как способа формирования коммуникативной компетенции.

Ключевые слова: коммуникативная компетенция, формирование, говорение.

TO THE PROBLEM OF THE DISCOURSE COMPETENCE FORMATION

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Abstract
The paper deals with the formation and development of the discourse competence among the students of non-linguistic universities. It is emphasized that the development of the discourse competence includes not only knowledge of text conventions, rules and procedures, but also the ability to make an adequate choice of linguistic means in different communicative situations depending on the proposed format of communication. The situation modeling technologies are considered as the mechanism of implementing the discourse aspect during the English classes in a non-linguistic university. As a result of mastering this competence, the students use a variety of linguistic resources, which increases their overall level of intercultural communication. The discourse competence also contributes to the fulfillment of a number of educational tasks for non-linguistic students determining the correspondence of speech activity with the character and type of the general professional activity. Moreover, the discourse competence is connected with the development of the attitude towards knowledge, as not only linguistic, but also psychological and pedagogical skills are formed in the process of acquiring the discourse competence.
Keywords: communicative situation, discourse competence, foreign language, linguistic personality, non-linguistic specialties, situation modeling.

Nowadays we observe the dynamic transformations in the political, socio-economic and cultural life in Russia and in the world on the whole. The need of the society in people who possess foreign language fluency is constantly growing. These conditions greatly influence the approach to teaching a foreign language in high schools. The multilingual education is oriented to the upbringing of a person capable of fluent communication in various spheres of social life, possessing the skills necessary for exchanging the information in a foreign language.

The necessity of using a foreign language as an instrument in the dialogue of cultures encourages methodologists and teachers-practitioners to rethink the objectives of foreign language learning and to focus on finding effective means of achieving them. Currently, in our opinion, foreign language training should be carried out within the framework of a competence-communicative approach. Non-linguistic universities are no exception in this regard. They should train specialists who can effectively apply their knowledge, skills and abilities in practice, act in a specific situation, be well-developed personalities capable of benefiting the community. In this regard, a foreign language, especially English, needs to be given sufficient attention, since a modern specialist in any sphere must possess at least one foreign language to be competitive and demanded in the modern world.

The aim of the article is to determine the ways of forming and developing the discourse competence, which is at the heart of the communicative competence structure, in foreign language communication among the students of non-linguistic specialties.

Teaching a foreign language in modern Russian universities provides the use of a variety of linguistic means for the study, processing and learning of foreign language information. In the absence of a foreign language environment, the main form of organizing and presenting the educational material in foreign language classes in reading, writing and listening is a foreign language authentic text. The text as the main methodical unit, being integral and completed in content and in the form, represents a certain topic and act of communication, contains the studied lexical and grammatical material, and presents an example of speech communication of native speakers [2]. At the same time, the foreign language text serves as the basis and the stimulus, as well as the model for producing new statements in a foreign language. While working with foreign language texts, students learn about genres and styles, reveal important subjects and issues, form and substantiate their opinions, as well as learn to produce their own texts, use a foreign language as a means of receiving and transmitting information.

The task of teaching a foreign language in Russian universities is the formation of a foreign language communicative competence which allows the graduate to conduct a multilevel communication in a foreign language, both in writing and orally, including professional topics. The discourse component is one of the key components of a foreign language communicative competence and involves the ability to critically read, see and listen to texts, as well as create texts and participate in verbal communication in other languages, the ability to read the cultural context in which written and verbal texts are created. This range of issues is relevant for improving the quality of education in the field of foreign language teaching in a non-linguistic university.

To fully comprehend this question, we will consider the concept of discourse. The action approach defines discourse as a sequence of statements that form the text, i.e. a unit of higher order. The discourse competence is denoted as knowledge of the rules for constructing statements and their association in the text. A detailed examination of this competence allows noting that it includes the criteria for defining the text as a language sign, knowledge of the logical and intellectual construction of statements, as well as extra-linguistic conditions [3]. The main criteria for determining the text are integrity, connectivity, and function. The rules of logical and intellectual construction assume that the logic and structure of the text are related to the topic of communication. Extra-linguistic features include the impact on the interlocutor, the style and the register of communication.

Thus, we note that the development of the discourse competence includes a set of methods aimed at developing knowledge and skills to work and produce not only written texts, but also to participate in their oral multilateral discussions such as roundtables, disputes, debates, negotiations, etc. We also emphasize that the development of the discourse competence is knowledge not only of text conventions, rules and procedures, but also the ability to make an adequate choice of linguistic means in different communicative situations depending on the proposed format of communication or the text genre [1].

The development of this competence is of particular importance in the modern process of teaching foreign languages in a non-linguistic university. It should be stated that the laws of cohesion, i.e. the connectivity of the text and the statements, are important, since they ensure the comprehensiveness of perception. For non-linguistic students, the basic cohesion aspects in terms of memorization are bind pronouns, ligaments, substitutions, and repetitions - all this gives the statement a certain sequence, connectivity and logic.

In addition, not only the connectivity and the logic of the statement or the text are important, but also its relevance. It is necessary to develop the students' ability to create utterances paying attention to the contextual relevance of using linguistic units, different types of discourses and their organization depending on the parameters of the communicative situation in which the speech is generated and interpreted. To train this skill, learning situations with a complex of lexical and grammatical aspects, as well as business games that maximally bring the learning situation closer to the real communication and make students use the familiar arsenal of language tools needed in a given situation, should be involved in the learning process. Moreover, it is possible to use computer technologies, write an e-mail to a foreign friend, run various kinds of blogs, coach the monologue speech of the particular segment of speech activity, as well as develop and perform presentations on specific topics. At a more advanced stage of teaching a foreign language, round tables, debates, discussions, negotiations are important and interesting to hold. A certain topic is put forward for discussion, which implies opposing points of view, which, of course, should be relevant, specific time is given for some preparation, argumentation, and then a discussion or a debate takes place.

All of this is aimed at the development of a linguistic personality, which includes a multicomponent structurally ordered set of language abilities, the ability to produce and perceive speech messages. In this context, the discourse competence includes using communication tools, possessing the methods of organizing the text information, as well as knowing the genre-structural elements of the language. In addition, since the discourse can be regarded as the implementation of personal opinion in the speech, providing the necessary motivation for communication, connected with the personal need for self-expression, it can be argued that the degree of possessing the discourse competence reflects the level of practical knowledge of a foreign language [4].

To realize the importance of the discourse competence formation and development, the mechanism of the implementation of the discourse aspect during the English classes in a non-linguistic university should be considered. It is initially appropriate to study a learning situation that creates an atmosphere and motivation for speaking. Primarily the teacher determines the subject and the language material, which is characteristic of the first-year ESP course. The necessary vocabulary with grammar clichés, as well as the subject of the situation (in the cafe, at the airport, at the business meeting, etc.) is written on the cards or on the board.

At a more advanced stage, namely for the second and third-year students taking the ESP course, the teacher only partially manages the situation, while the students are given the opportunity to reveal themselves. The students choose the subject of the conversation and appropriate linguistic means, determine the plan, express and prove their opinion, etc. It enables students to perceive the task more purposefully, awakening their interest, forcing to perceive a situation or a problem raised in the text as the motive for creating a foreign language discourse that performs interactive and communicative function in natural foreign language communication.

The situation modeling technologies, which include a socio-cultural context, are very effective at this stage of the discourse competence development. In the process of modeling typical situations of real communication in foreign language classes it is required to develop the students' activity on the basis of the proposed situations and scripts. Situation modeling technologies include the use of foreign language learning situational tasks that set the goal of a discourse utterance, anticipating creation of the speech discourse necessary for foreign language communication. In our opinion, the

learning process will be more effective if the situation, problem or foreign language texts are perceived by students as personally relevant and directly related to their personal experience.

One of such examples is when the students are offered to give a lecture on the topic "The most successful IT companies", where one of the students should play the role of a guide presenting the companies and others become tourists taking an active part in the lecture.

Another learning situation which helps develop the discourse competence is involving the students in the real-life communicative situation "Hiring in the IT company", where they identify roles (job applicants, Executive Director, HR manager and others), get acquainted with the company profile, write CVs and covering letters, construct a negotiation dialogue, and choose the most appropriate candidates. Everything happens in a casual conversation with an appropriate extra-linguistic environment.

Then a business game in the form of a company's press conference on choosing the most promising and successful projects for the company to launch and develop can be arranged with foreign guests or partners. The roles are chosen by students themselves. This type of activity is highly motivating, and, in general, promotes the implementation of the students' discourse competence. The new lexical and grammatical material, which can then be used during these activities, should be presented and worked out beforehand.

It is also appropriate to connect audiences, when the students are encouraged to listen to the dialogues on the topic relevant to the students' specialties and respond to them as a third person, as well as a complex of lectures with the subsequent discussion, when the students answer the questions posed on one or another topic.

Application of various situational modeling technologies creates the corresponding socio-cultural context, which provides the necessary communicative direction and serves as a means of interactive learning. The static discourse can be resolved with the help of interactive pair and group forms of work in class in the process of specially created situational modeling linguistic environment.

To form and consolidate the skills of the discourse competence among the students of non-linguistic specialties in terms of written speech, it is appropriate to write short messages in the form of a formal and informal e-mail or letter, for example, to friends, partners or colleagues on a given subject using the proposed language material. Students may share their impressions about the specialty which they study, jobs available for them after graduating the university, express some requests, complaints, ask question, give advice or instructions, etc. More advanced students may write essays - reasoning with an independent choice of linguistic and stylistic means, formation of conclusions on the subject with the appropriate arsenal of specialized vocabulary and grammar.

It should also be noted that apart from its main function of perception and generation of discourses, the discourse competence also contributes to the fulfillment of a number of educational tasks for non-linguistic students, namely, it determines the correspondence of speech activity with the character and type of the general professional activity. This component assumes that if a student gets a higher education, prepares to become a specialist of a proficiency level, then his foreign language should correspond to his status - to be literary, without slang expressions, grammatically correct and competent. In addition, mastering this competence provides the process of forming and developing communicative skills, integrity, orderliness, systematic character, continuity and logic, and also carries a motivating component. The discourse aspect implies that systematic foreign language classes make the learning process systemic, logical, and

effective. The topics are constructed so that the students feel the continuity of the material and the tasks, see the ultimate goal and strive for the implementation of high-quality communication in a foreign language, i.e. they should be motivated. Finally, the discourse competence prepares the students for the use of a foreign language as a weapon of rational thinking. The final goal is to think independently in a foreign language and to communicate fluently without difficulty in the selection of language material.

The special significance of the discourse competence in the context of the educational competence formation also lies in the fact that it influences the development of the learners' consciousness, the identification and appropriation of their personal values, the acquisition of reflexive properties, and the mastery of general, informational and professional culture. Moreover, the discourse competence is connected with the development of the attitude towards knowledge, as not only linguistic, but also psychological and pedagogical skills are formed in the process of acquiring the discourse competence, e.g. expansion of semantic concepts, formation of motivation, reflection, and self-consciousness.

Thus, the discourse competence formation is an important component of foreign language teaching, as it covers all kinds of speech activity - reading, speaking, writing, and listening. As a result of mastering this competence, the students use a variety of linguistic resources, which increases their overall level of intercultural communication and works to fulfill the goals and objectives set in front of the university in terms of foreign language teaching.

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К ВОПРОСУ ФОРМИРОВАНИЯ ДИСКУРСИВНОЙ КОМПЕТЕНЦИИ

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Аннотация
Статья посвящена формированию и развитию дискурсивной компетенции у студентов неязыковых специальностей. Подчеркивается, что развитие дискурсивной компетенции включает в себя не только знание устоявшихся правил и процедур оформления текста, но и способность делать адекватный выбор языковых средств в различных коммуникативных ситуациях в зависимости от предлагаемого формата общения. Технологии ситуационного моделирования

рассматриваются как механизм реализации дискурсивного аспекта на уроках английского языка в неязыковом университете. В результате освоения данной компетенцией студенты используют разнообразные языковые ресурсы, что повышает их общий уровень межкультурного общения. Дискурсивная компетенция также способствует выполнению ряда образовательных задач для студентов неязыковых специальностей, а именно определяет соответствие речевой деятельности характеру и виду общей профессиональной деятельности. Кроме того, дискурсивная компетенция связана с развитием отношения к знаниям, так как в процессе освоения дискурсивной компетенции формируются не только лингвистические, но и психолого-педагогические навыки.

Ключевые слова: *дискурсивная компетенция, иностранный язык, коммуникативная ситуация, неязыковы*е специальности, ситуационное моделирование, языковая личность.

GLOBAL SCIENTIFIC COLLABORATION: SUGGESTIONS ON BRIDGING GAPS

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Abstract
This paper presents an overview of some aspects relating to teaching English as the second language for academic purposes. The authors trace the concept of educational content for future generation scientists. The review of regulatory requirements concerning the professional language in Russian universities is described. Pedagogical and theoretical evaluations of the major findings are analyzed. The concept of synergy as a fundamental interdisciplinary approach is explored.

Keywords: *globalization, English, linguistic limology, postgraduate students, scientific research, synergy concept.*

Introduction

In order to identify and examine English for specific purposes as an applied discipline it is important to bring into focus multi-disciplinary algorithms, combining linguistic research with fields in the life sciences, social sciences, and humanities. English for academic purposes must be dealt with two aspects: firstly - from a didactic approach, as the postgraduate education was always a sphere of foreign language teaching, secondly – from linguistic viewpoint, as English a peculiar aspect of language, with its tremendous segments – terminology, specific grammar, linguistic issues and other particularities.

Defining the principles that govern the term 'linguistics' requires special linguistic codes: "Linguistics is the science of language, and linguists conduct studies of speech sounds, grammatical structures, and the relationship between written and spoken language or how language is acquired by different people" [1, 196].

Investigating changes

Presenting a range of case study relating to the role of language in 'Building bridges for bridging gaps' it is also important to investigate changes within language that can unearth deeper processes relating to political affiliations, social behavior and transnational identities, thus making linguistics a multidisciplinary field of science in a context of linguistic limology.

The new algorithms give the linguistic limology the tools to explore problems related to the English language as the dominant power in a wider metaphorical sense, that facilitate an understanding of the involving future generation of Russian scientists in the area of international academic community without borders. And if there is more scientific collaboration, there might be less misunderstanding on our society.

In case of our study English language for research purposes must be distinct, precise, and unequivocal. It takes place around the world, because of globalization. Modern education is a part of increasingly globalised world and of the larger script in which people, ideas and information are moving freely across national borders. It means

that our education system must adapt to accommodate for these new requirements, or risk leaving a new generation of Russian scientists behind in the global scientific investigations. Towards that goal, globalization is forging partnerships with leading educational providers and key technology vendors to build a multi-skilled, technologically savvy workforce for the future.

The process of Russian educational curriculum reform for academic purposes now has entered a demanding phase in which answers to particular problems detected in the last follow-up period should be found, and detailed strategies and algorithms should be developed. As a part of Russian educational curriculum reform teaching English for academic purposes must be one of the core tools on achieving a vision of the 21-st century scientific investigations.

Currently, the academic model of the years to come should be oriented at goals of sustainable development and an outstripping educational system. Firstly, it should outstrip all other spheres of social activities as well as science, because information processes will develop faster than material and energy ones. Secondly, certain outstripping algorithms that are directed at future and especially at goals of sustainable development should appear directly in the innovating educational process.

In this regard, there is a need for specialists who would have the "outrunning vision" of the rapidly changing global processes, but at the same time would be a highly competitive and erudite expert in their professional activities. We must be strived to identify and develop exceptional talent, and nowhere is that more important than for the next generation of scientists – especially given the dramatic technological changes. Today's widely accessible e-communication technologies could be used to get scientists from different countries researching together on a basis of linguistic limology. Despite the huge evidence supporting the importance of proficiency in English, it is still an area where Russian scientists lag behind those in many other countries.

In this respect, we shouldn't forget that English is one of the most important instruments for acquiring access to the world's intellectual resources. It is used as the medium of science, technology and as a contact language between nations and parts of nations. That is why today, like never before, the importance of English is paramount. There is no person today who has not found English essential to communicate scientific research or for someone's future career. Basic to these approaches is the realization of the world's exceptional condition in terms of human relations, made possible by improvements in communication technology.

Consequently, the constructive capacity, in the strategy of a new generation scientists' development, is the capacity of a receptive as well as creative level in the figurative, graphical and audio-visual format to actualize modern ideas, meanings, algorithms, and concepts in English. At the same time this approach of reasoning has some support from other meta-strategic competences point of view, which is necessary for developing professional, intellectual, emotional and volitional activities of the scientist. For example, the informative and analytical ability provide an expert with the ability to search, differentiate and generate new knowledge in the most promising areas of science and technology, as well as to create fundamentally new materials, devices or treatment that implement innovative physical or physicochemical principles for their operation.

Some peculiarities of English for Specific Purposes

In order to teach language for special purposes, one should know what special language stands for, what its main terminology and linguistic aspects are. For example,

medical terminology is important in the healthcare field. It is the bases for doctors. It is used to describe diagnoses, symptoms, tests that need to be ordered. English medical terminology is important for many reasons. The most important is: it allows all doctors to communicate in one language in global scientific world efficiently and quickly, it does a great job in the health care field.

Medical English cannot be taught at the level of or in the same methods as General English language teaching. Science-specific language must be contextually based. It must be advanced English. Post graduate students must be with a wealth of knowledge and skills in their scientific fields. The goal of learning English at this level is not to learn grammar and structure primarily, but to acquire and use the language of practice and social relations within the scientific research. Contextually based learning is crucial.

In general terms, English for Medical Purposes should be focused to meet the specific English language needs of the medical learner preparing a talk for the international medical meetings. Medical innovations and achievements depend on a number of factors. Some advancement of science and discoveries take many years to prove, others could be serendipitous. Almost all medical breakthroughs require huge amounts of money and investigations, highly qualified and competitive experts, and institutional and academic support. In this respect, one of the most important issues, which might not always be emphasized, is scientific exchange: "Growing numbers of scientists use English on a daily basis to gather latest scientific findings or communicate with colleagues from all over the world on the Internet [2, 116].

There are significant parallels between engineering and medicine. Both fields are well known for their pragmatism — the solution to real world problems often requires moving forward before phenomena are completely understood in a more rigorous scientific sense and therefore experimental and empirical knowledge is an integral part of both. We fully agree with authors that: "The human body although biological has many functions similar to a machine. The heart for example functions much like a pump, the skeleton is like a linked structure with levers etc. This similarity has led to the development of the field of biomedical engineering that utilizes concepts developed in both disciplines but over two-thirds of the world's scientists write their papers in English" [3, p. 318].

The research of different universities identified that a lot of students, found traditional learning in a classroom to be artificial and devoid of the realities essential to learning that science-specific language in any way would make it meaningful and useful. This most certainly applies to the study of Medical English. Often referred to as English for Specific Purposes, curricula of this sort requires the teacher has a similar career background to the postgraduate student. This is an absolute must be for English for Nurses and Medical Personnel. When the curriculum designer begins to develop a course or series of courses in Medical English, the teacher must consider who the postgraduate students are, what their motivations will be, and identify which perspective they wish.

The curriculum framework must be developed to meet the needs of the educational institution, the postgraduate students and relevant legislation. This concept includes skills and competencies that promote health and do no harm to patients or clients. It includes the ability to do the work in the English language, safely and competently. The language of medicine and health care is quite unique. It is integrated with technical, academic language and replete with slang, colloquialisms, abbreviations and acronyms. English for Nurses and Medical Personnel addresses each of these in its learning activities. Research in the fields of adult education and the acquisition of a new language identifies that

postgraduate students are much more motivated to learn when they find value in the material.

It is vital to have a high-quality academic preparation in a global world. Our universities must have a serious attitude about their role in preparing postgraduates to achieve their full investigative potential and contribute productively in science required for global science network and innovations. Future generation of Russian scientists must have the language professional skills for international academic arena that is mainly concerned with complex scientific interfaces without boundaries if they know English.

A synergetic concept as the interdisciplinary approach

We fully agree with the authors claiming that: "Advanced language training often seeks to replicate the competence of an educated native speaker, a goal that Russian students rarely reach due to the absence of the language immersion practice" [4, p. 188]. Accordingly, the synergetic approach, as the interdisciplinary approach, makes postgraduates' knowledge more meaningful and embeds 'next' generation scientists more deeply into their scientifically-based view of the professional research. The course should have watching video scientific practices, reading selected academic materials, reflecting on the lessons individually or as a scientific team, and completing creative activity.

Teaching English for academic purposes on synergetic approach has a considerable impact on the level of professional linguo-education. The revised old standards aim to reimagine the educational framework for new generation researchers, with the goal of better supporting educators in their practice and to provide additional guidance on achieving innovative scientific results. It enables educators to facilitate the learning of future scientists by acquiring and applying scientific knowledge, skills, and creative abilities that address postgraduate needs. It will be possible to define high quality academic education as a set of coherent learning experiences that is systematic, purposeful, and structured over a sustained period of time with the goal of improving postgraduate outcome.

There are some more reasons why learning English by all Russian scientists is a smart idea that is ever actual. Professional linguo-education based on international language allows scientists to realize better skills of critical analysis, evaluation, experimentation, collaboration, communication, abstraction, system thinking and persuasion. Taking into consideration the concept of global linguistic limology, these skills are increasingly applied in English language contexts in all over the world that doesn't have borders. Moreover growing numbers of scientists use English on a daily basis to gather latest scientific findings or communicate with colleagues from all over the world on the Internet.

As it has already been mentioned, the international language is more important today than ever before. However, in this respect we agree with the authors claiming that: "Unfortunately English teaching that should bring together academic and professional skills faces the problems. First of all it is the number of classroom hours at the university which is not sufficient to achieve these goals. In this framework one of the priorities to solve the problem is to introduce synergetic methods to the education process. The successful implementation of this concept is closely connected with an extensive use of authentic resources on the Internet. Innovative technologies will grow ever more influential in teaching English for research purposes". [5, p. 68]

Conclusion

Today English for academic purposes should be taught as the second, not as foreign language at Russian universities. Such authentic, ongoing approach must be a

gold standard for training the next generation scientists that stimulates their interests in a global research network and gives an opportunity for looking at universe language as a proxy for innovative investigations without borders. Accordingly, we unambiguously confirm that English for research purposes and globalization is a new game with new rules which are examined in a context of 'Building bridges for bridging gaps'.

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МИРОВОЕ НАУЧНОЕ СОТРУДНИЧЕСТВО: НЕОХВАЧЕННЫЕ АСПЕКТЫ

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Аннотация
В статье представлен обзор некоторых аспектов, связанных с преподаванием английского языка для академических целей. Авторы рассматривают концепцию образовательного контента в Российских вузах; анализируют педагогические и теоретические оценки основных результатов. Синергетическая концепция рассматривается в качестве основополагающей.
Ключевые слова: глобализация, английский язык, лингвистическая лимология, аспиранты, научное исследование, синергетическая концепция.

THE RELATIONSHIP BETWEEN LANGUAGE AND CULTURE

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Abstract

The purpose of this article is to discuss the inseparability of culture and language and implementation of culture for teaching second language to enhance students' linguistic comprehension. The purpose of learning a foreign language is to learn to communicate in the target language. For foreign language educators, to develop the learner's intercultural communication competence is to know how to teach different culture in the classroom. Culture teaching in foreign language education is a problem countered by language teachers throughout all universities and colleges in the world. Language is one of the most important carriers of culture and reflects the latter. Without language, culture would not be possible. The basic goal of learning a foreign language is to acquire the communicative competence, while the development and improvement of such competence is to some extent dependent of efficient and scientific teaching approach. Byram has defined the notion of cultural studies in foreign language education and put forward a model for teaching foreign language and culture. This paper introduces the concepts of language and culture, the existence of a relationship between language and culture and the role and implication of culture in language teaching.

Keywords: concept, culture, language, language education

Introduction

An understanding of the relationship between language and culture is important for language learners. Language and culture are intimately related. Language and culture change together. We pass on our culture through our language, and we are guided by our language to determine our culture. Our culture and our language to some extent determine possible changes in both. Language is the medium of culture. For language teachers and learners the relationship between language and culture can help to highlight the diversity of views held toward the use of language. Linguists have stated that the forms and uses of a given language reflect the cultural values of the society in which the language is spoken. Language is one of the most crucial carriers of culture. If there is no language, culture would not be known. On the one hand, culture is the basis and one of the most important attributes of language and exerts great influence on the latter. If there is no culture, language will be like water without a source or a tree without roots.

Language and culture

The relationship between language and culture is inseparable. Language is used to maintain and convey culture and cultural ties. Different ideas stem from differing language use within one's culture and the whole intertwining of these relationships start at one's birth. Many researchers argue, different thoughts are brought about by the use of different forms of language. One is limited by the language used to express one's ideas. Different languages will create different limitations, therefore people who share a culture but speak different languages, will have different world views. Still, language is rooted in culture and culture is reflected and passed on by language from one generation to the next. From this, one can see that learning a new language involves the learning of a new

culture. Consequently, teachers of a language are also teachers of culture.

Samovar, Porter, and Jain emphasize: "Culture and communication are inseparable because culture not only dictates who talks to whom, about what, and how the communication proceeds, it also helps to determine how people encode messages, the meanings they have for messages, and the conditions and circumstances under which various messages may or may not be sent, noticed, or interpreted... Culture...is the foundation of communication" [8, p. 24].

Stern views culture through a somewhat more interactive design and believes that what constitutes a culture is its response to three sets of needs: the basic needs of the individual, the instrumental needs of the society, and the symbolic and integrative needs of both the individual and the society [10].

Gleason indicated that languages are not only the products of cultures, but also are the symbols of cultures. The development of a language frequently affects its associated culture, and cultural patterns of cognition and custom are often explicitly coded in language [4].

The relationship between culture and language

There are a number of arguments both for and against an intricate relationship between language and culture. Although many researchers believe there truly is a close relationship between language and culture, there are a few who remain unconvinced of this. In my opinion, language and culture are inseparable and a particular language points out to a specific group of people. When we interact with another language, it means that we are interacting with the culture that speaks the language. I find it difficult to believe that one does not influence the other to some degree. It is rare that anything in life does not impact something else. When learning or teaching a language, it is crucial that the culture where the language belongs be referenced, because language is ingrained in the culture.

Culture and language shape one's personality and this is the importance of culture and language to one 's individual identity. Englebert states 'to teach a foreign language is also to teach a foreign culture, and it is important to be sensitive to the fact that our students, our colleagues, our administrators and, if we live abroad, our neighbours, do not share all of our cultural paradigms". [3, p. 31-41].

Brown is convinced there is a connection between language and culture. He states, "It is apparent that culture… becomes highly important in the learning of a second language. A language is part of a culture, and a culture is part of a language; the two are intricately interwoven [1, p. 177]. According to Vygotsky language plays a crucial role in cognitive development, at least from the time the child promotes language competence. Language, first developed as the means of social communication, is later internalized and becomes an essential tool in the shaping of cognitive processes relevant for the elaboration of the abstract symbolic system that will enable the child to organize thought. Vygotsky states that the child acquires knowledge through contacts and interactions with people as the first step, then later assimilates and internalizes this knowledge adding his personal value to it [12]. It is true that each human being is born the same way and experiences the same stages in life. Wardhaugh R. states "The difference, however, is the environment in which each individual grows up and the language to which he/she becomes accustomed to. This creates identities of a certain culture and language, differing this person from another" [13, p. 2]. Elmes defines language to be: a knowledge of rules and principles and of the ways of saying and doing things with sounds, words, and sentences rather than just knowledge of specific sounds,

words, and sentences. Language serves as an organizer of knowledge and there is a reason to believe that aspects of language influence categorization. Language is the mirror of culture in the sense that people can see a culture through its language [2].

All of the above-mentioned findings indicate a strong existence of a relationship between culture and language. Language and culture are closely related. Language can be viewed as a verbal expression of culture. It is used to convey culture and cultural ties. Language provides us with many of the categories and aspects we use for expression of our thoughts, ideas so it is therefore natural to assume that our thinking is influenced by the language which we use. The values and customs in the country we grow up in shape the way in which we think to a certain extent. Understanding the relationship between languages and cultures can be a good starting point for any approach to language education. This relationship can help policy makers to design programs in order to teach language learners about the target cultures in order to achieve real competency in the languages they are expected to learn.

The role of culture in language teaching

Culture plays an essential role in language teaching with the goal of promoting communicative competence for learners. In language learning culture is significantly important and is an item that cannot be disregarded because, culture acts as if the flesh and language as the skeleton of a society. Tavares & Cavalcanti point out that the aim of teaching culture is "to increase students' awareness and to develop their curiosity towards the target culture and their own, helping them to make comparisons among cultures" [11, p.19]. According to Mavi, "teenaged pupils become more motivated when they learn about the lifestyle of the foreign country whose language they are studying" [6, p.54]. We know that language and culture are closely connected and if there is no culture, there is no language. Therefore, a language class cannot be imagined without involving the cultural elements of the targeted language. Imagine the first day in a classroom where the target language is Russian. The instructor of that class would most probably start with teaching how to greet people in Russian. This very first day of the class would obviously reflect the cultural elements of Russia since the greetings would be carried out in the Russian way. The same is true for English as a Foreign Language (EFL) class. No matter where this class is on the planet, the greeting patterns would involve cultural patterns of the British or American cultures. In both classes, the learners might not notice and the teacher might be fully aware, but the cultures of both languages are presented and practiced in these classes even in the very first day of the class.

McKay claims that culture influences language teaching in two important ways: linguistically and pedagogically. Linguistically, culture is significant in the linguistic dimension of the language itself, affecting the semantic, pragmatic, and discourse levels of the language. Pedagogically, it influences the choice of language materials because cultural content of the language materials and the cultural basis of the teaching methodology are to be taken into consideration while deciding upon the language materials. He argues that in order to master a language students have to learn both, its linguistic and cultural norms [7, pp.1-6].

The integration of culture into foreign language education is a necessity in order to teach students in the best manner possible and allow them to learn a second language correctly and successfully. Studying culture is also useful for teaching students to understand their own culture. Students' world view is determined by the values of their own culture. This can lead to problems when they are confronted with different cultures. Kitao claims that studying culture, besides already mentioned benefits, "gives students

liking for the people of that culture", "helps avoid the stereotypes" and is part of general education [5, pp. 285-306].

By learning the cultures of foreign countries students get the chance to understand various cultural identities that may be unknown to them previously. "There are stereotypes everywhere about other cultures but until one studies a culture they do not know the realities of the culture. Because of this, foreign language classrooms have the responsibility to teach students about other cultures to break those cultural stereotypes that many students have come to learn early on in their lifetimes"[9, pp. 286-287]. Shook advocates that students do investigations and examinations of their own culture and other cultures and then to compare the two. Through this strategy students not only learn about foreign cultures but they gain a better understanding of their own culture. "The actual assignment that would use this methodology would be to teach a grammar concept and/or vocabulary words to the students and then have the students do an investigation and use the grammar or vocabulary in a paper about the culture they have investigated as well as their own culture. Finally the students would present their finding in front of the class in order to practice their oral skills in the foreign language. By using this method students will have the opportunity to learn language skills, overcome stereotypes of other cultures, and expand upon their knowledge of their own culture" [9, p. 289].

Language is culture. When a person chooses to learn Russian, for example, he or she is not merely interested in the linguistics of the language, but everything to do with Russian and Russia. What he or she is taking in includes all the preconceptions about the Russian language, that it is beautiful, that it is spoken in all Russian speaking countries, and so on. Languages come with some cultural associations attached. By speaking the language, therefore, one automatically makes parallel oneself with the culture of the language. To speak a language well, one has to be able to think in that language. A person's mind is in a sense the centre of his identity. That is the essence and the power of a language. Language is the spirit of the country and people who speak it. We believe that the role of culture in all aspects of education and language are at the core of promoting global harmony and peace. The language and culture that each individual brings to the classroom must be taken into account. Therefore we believe that language education is not an end in itself, but the bridge to a unified multi-cultural society when it taps the students' cultural and language heritage. Students move toward into the classroom with both community and individual languages and cultures. It is important to tap the cultural/language heritage and knowledge of each student to supply the foundation for a helpful curriculum.

Conclusion

From the mentioned points and discussion, it can be concluded that there is a very close relationship between language and culture in general, and a specific language and its culture in particular. Teaching students a culture and a language besides their own is extremely important. The society is made of various backgrounds, cultures, and languages and is rapidly becoming more and more diverse. It is now a necessity for students to understand these various cultures and languages so people can, in the future, effectively and efficiently communicate, interact, and work with other people of all different cultures. The world has turned into a global economy and political system and knowing one culture and language will not be sufficient in this world any longer, showing the need for the young people of our society to not only learn other languages but to learn about other cultures. By integrating culture into foreign language lessons students will develop a better understanding of the target language. Also, the

incorporation of culture into school will prepare the students for a diverse world of many different cultures, backgrounds and languages.

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ВЗАИМОДЕЙСТВИЕ ЯЗЫКА И КУЛЬТУРЫ

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Аннотация
Целью данной статьи является обсуждение неразделимости культуры и языка, а также внедрение культуры для обучения второму языку для улучшения языкового понимания студентов. Цель изучения иностранного языка - научиться общаться на целевом языке. Для преподавателей иностранных языков развить компетенцию межкультурного общения учащихся, означает умение преподавать различную культуру в классе. Преподавание культуры в обучении иностранному языку является проблемой, с которой сталкиваются преподаватели языка во всех

университетах и колледжах мира. Язык является одним из важнейших носителей культуры и ее отражением. Без языка существование культуры было бы невозможно. Основной целью изучения иностранного языка является приобретение коммуникативной компетенции, в то время как ее развитие и совершенствование в определенной степени зависит от эффективного и научного подхода к преподаванию. Байрам определил понятие культурологии в обучении иностранному языку и предложил модель для него и культуры. Эта статья знакомит с понятиями языка и культуры, существованием связи между ними, с ролью и значением культуры в преподавании языка.

Ключевые слова: концепция, культура, язык, языковое образование.

THE MERGER OF COMMUNICATIVE AND PROFESSIONAL SKILLS IN TEACHING ESP

MUSICAL CULTURE OF THE USA: TEACHING CONTENT AND LANGUAGE SYNERGISTICALLY

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Abstract

The paper is devoted to the implementation of the content and language integrated learning principles in the elective course Musical Culture of the USA offered to Area Studies undergraduate students. The course is aimed at studying culture specific music genres, raising cultural awareness in the field of music and building extensive specialist vocabulary. The objective of the article is to demonstrate the synergistic effect of teaching the subject in the socio-cultural context and extending the lexical repertoire of students. The paper addresses the issue of defining the conceptual framework of the course (content) and identifying its key vocabulary (language).

Keywords: Area Studies, cultural awareness, CLIL, musical culture, specialist vocabulary.

Introduction

There are numerous studies on CLIL, ranging from papers pinpointing the differences between immersion and CLIL [Lasagabaster, Sierra 2011] to articles addressing the issue of its applicability to the Russian University classroom [Sidorenko, Rybushkina 2017] and the benefits of research and language skills development integration [Dvoretskaya 2017]. Studies suggest that CLIL "engenders a greater lexical range and the advantage extends to structural variety and pragmatic efficiency, hence encompassing language growth at lexico-grammatical and discourse levels" [Lorenzo, Casal, Moore 2012: 10]. However, there is a pronounced concern within the professional community related to the correlation of novelty and conceptual difficulty of the content and complications in a FL development and content processing [Seikkula-Leino 2007]. The Musical culture course may be considered fit for CLIL as it is not too challenging conceptually and the target audience (Area studies students) are familiar with the social and historical phenomena that form the context for the notions described. Moreover, the course contributes to the consolidation and recycling of the content studied previously within other university courses (e.g., US History, the US Political System, American Culture, etc.). In addition, it is a way to foster English language proficiency of Area Study students. The objective of the present paper is to define the content for the course and its key lexical vocabulary, and to demonstrate the synergistic effect of teaching the subject in the socio-cultural context and extending the lexical repertoire of the students.

Materials and methods

The primary source for identifying the key concepts and proper names for the course is *The New Dictionary of Cultural Literacy: What Every American Needs to Know* by E. D. Hirsch. It was compiled on the frequency principle from a wide range of

American national periodicals, which means that only those items that are widely known by a broad majority of literate Americans appear in the Dictionary. The major criterion for inclusion in the Dictionary was not personal opinion about the merits of particular art or artists but the editors' judgment of their established status as enduring points of reference in American culture. The music-related items registered in the Dictionary make up the body of key concepts for the course. The other lexicographic editions under consideration are Longman Dictionary of Language and Culture, and Dictionary of USA by Tomakhin G. D. They serve as secondary sources for verifying the findings obtained from *The New Dictionary of Cultural Literacy*. Additionally, such works as *American Music. A Panorama* by Lorenzo Candelaria and Daniel Kingman, and *World Musics in Context: A Comprehensive Survey of the World's Major Musical Cultures* by Fletcher Peter were used for identifying the key notions and proper names to be presented in the course as well as lexical items to be concentrated upon. The methods involved in the study are quantitative analysis, semantic and comparative analyses.

Results and discussion

The Fine Arts section of *The New Dictionary of Cultural Literacy: What Every American Needs to Know*, which was concentrated upon in the study, defines enduring works of American tradition that are permanent reference points in the culture. The task was to identify and select music-related terms and proper names from this section. Quite naturally, the Dictionary defines culture-specific musical genres (such as *ballad*, *bluegrass*, *blues*, *country and western*, *gospel music*, *jazz*, *musical*, *musical comedy*, *ragtime*, *rap*, *rock'n'roll*, *spirituals*, *swing*).

A portion of music-related items registered in the section is music terms and instruments (e.g., *leitmotif* (a frequently recurring bit of melody associated with a person, thing, or emotion); *overture* (a piece of music for instruments alone, written as an introduction to a longer work); *piccolo* (a small, high-pitched flute); *staccato* (a direction in music meaning that the notes should be performed in an abrupt, sharp, clear-cut manner); *suite* (a group of related pieces of music or movements played in sequence); *unison* (playing or singing the same musical notes, or notes separated from each other by one or several octaves); *viola* (a musical instrument shaped like a violin but somewhat larger, lower pitched, and "darker" in tone). Representing international terms, they are not culture-specific. The didactic interest towards these items lies in their semantics and pronunciation (since there is a risk of Russian students following the pronunciation patterns typical for their native language).

The Dictionary defines a considerable amount of popular songs: "*Blue-Tail Fly*" (a popular nineteenth-century American song); "*Take Me Out to the Ball Game*" (a popular song about baseball from the early twentieth century); "*Home, Sweet Home*" (a popular song from the nineteenth century); "*Summertime*" (one of the best-known songs of George Gershwin). Among them are American patriotic hymns and songs of the Civil War (e.g. "*John Brown's Body*" (a song of the Civil War that pays tribute to the abolitionist John Brown); "*Battle Hymn of the Republic*" (an American patriotic hymn from the Civil War); "*Dixie*" (An American song of the nineteenth century used to build enthusiasm for the South), as well as songs devoted to WWI (e.g., "*Over There*" (a song by George M. Cohan about the American troops sent to Europe to fight in World War I). Anthems and patriotic hymns are also quite numerous (e.g., "*God Bless America*" (a patriotic song written by Irving Berlin); "*America the Beautiful*", "*America*" (an American patriotic hymn from the nineteenth century, sung to the tune of the national anthem of Great Britain, "God Save the Queen."); "*Hail to the Chief*" (the official song

or anthem of the president of the United States);"*Home on the Range*" (a song celebrating life in the American West; the state song of Kansas); "*The Star-Spangled Banner*" (the National Anthem of the United States).

The Dictionary registers spirituals (e.g., "*When the Saints Go Marching in*" (one of the best-known songs played by Dixieland bands), "*Swing Low, Sweet Chariot*") and traditional Christmas songs: "*Deck the Halls*"; "*O Come, All Ye Faithful*" (a Christmas carol; its original Latin version is "Adeste Fideles."); "*Silent Night*" (a song of Christmas, originally composed in Austria in the nineteenth century); "*White Christmas*" (a popular song for Christmas, composed by Irving Berlin and memorably sung by Bing Crosby.

A substantial number of the names of composers and writers of popular songs is included in the edition, e.g., *Berlin, Irving* (a twentieth-century American writer of popular songs; *Bernstein, Leonard* (a twentieth century American composer and conductor); *Copland, Aaron* (a twentieth-century composer noted for the American settings of many of his pieces); *Joplin, Scott* (an African-American ragtime pianist and composer of the late nineteenth and early twentieth centuries); *Gershwin, George* (a twentieth-century American composer known for putting elements of jazz into the forms of classical music, such as the concerto).

There are 20 entries devoted to American performers: e.g., *Crosby, Bing* (a twentieth-century American singer and actor); *Dylan, Bob* (a twentieth-century American folksinger and songwriter); *Robeson, Paul* (a twentieth-century African-American actor and singer). Jazz musicians can form a separate category: *Duke Ellington* (a twentieth-century African-American jazz composer, songwriter, and bandleader his real first name was Edward); *Count Basie* (a twentieth-century African-American jazz pianist and bandleader); *Louis Armstrong* (a twentieth-century African-American jazz trumpet player and singer); *Benny Goodman* (a twentieth-century American jazz clarinetist and bandleader); *Ella Fitzgerald* (a twentieth-century African-American jazz and popular singer of the twentieth century, known for the clarity of her voice and her ability to interpret the works of a great variety of songwriters).

The section Fine Arts also covers American musicals, operas and concertos (e.g., *Oklahoma!* (a musical comedy by Richard Rodgers and Oscar Hammerstein II, which began a new era of sophistication in musical comedy); *Porgy and Bess* (an opera with music by George Gershwin, which depicts life in the African-American community of Charleston, South Carolina.); *Rhapsody in Blue* (concerto for piano and orchestra from the early 1920s by George Gershwin; one of the first pieces of "serious" music to contain elements of jazz).

The Dictionary includes popular movements, e.g. "*Hallelujah Chorus*" (the most famous movement of the oratorio *Messiah*, by George Frederick Handel, often sung at Christmas) and well-known music venues, e.g. *Carnegie Hall* (a concert hall, world-famous for its acoustics, in New York City).

The secondary sources have proved to be essential in verifying whether a comprehensive list of proper names and concepts to be studied in the course may be drawn from the items presented in the *The New Dictionary of Cultural Literacy: What Every American Needs to Know*. On the one hand, the Dictionary is indispensable in identifying the most popular names and notions, which form the conceptual core for the course. On the other hand, due to the fact that it was compiled on the frequency principle the edition lacks certain items that are crucial for the systematic presentation of the rich and complex panorama of American music. For example, the term *blues* is defined in the Dictionary, while none of the blues singers are included (e.g., there are no entries devoted

to Bessie Smith or Gertrude "Ma" Rainey). The term *spiritual* is included in the macrostructure of the edition, but the performers (e.g., Fisk Jubilee Singers) of the style are not mentioned, the same is true if *gospel music* (Mahalia Jackson does not appear in the Dictionary). In such instances, the secondary lexicographic sources and academic editions help to add the necessary names and notions to the syllabus aimed at developing the conceptual competence.

The second component addressed in CLIL is language competence. From the didactic perspective, the material of the course provides plenty of resources for improving listening, reading and speaking skills, as well as extending the vocabulary of the students. Music is a system of non-verbal, sonic communication evolved by humans [

Fletcher p. 7]. The interrelation between music and language is manifested in the vocabulary of the English language. In the course special attention is given to musical terms used metaphorically in General English (e.g., crescendo, staccato, prelude, leitmotif, overture, unison, orchestrate, counterpoint, medley, discord, harmony). The contexts of their usage outside musical sphere are analyzed in the classroom (e.g., a medley of styles from different periods, a source of discord, a brilliantly orchestrated election campaign, the leitmotif of the reforms) and students are encouraged to integrate the items into their active vocabulary. Moreover, lexical items used for describing linguistic phenomena are extensively employed in music-related texts (e.g., grammar and style: in terms of total acoustic complexity, as opposed to musical grammar and style; idiom: to communicate more effectively with his public, Copland drew early on from the jazz idiom; punctuate: the famous blue yodel plays a very clear structural role in the pacing of the music, punctuating the end of every stanza; a continually repeated musical phrase).

Conclusion

Content and language integrated learning is applicable to the course *Musical Culture of the USA*, it allows students to study culture specific musical genres, raise their cultural awareness and build extensive specialist vocabulary. The numerous music-related items presented in *The New Dictionary of Cultural Literacy: What Every American Needs to Know* constitute the core cultural awareness conceptual framework for the course. If necessary, the fundamental notions and popular proper names are supplemented by the information drawn from the secondary sources. Additionally learners are exposed to the specialist vocabulary that can be used both in the sphere of music and often outside the field. Thus, the approach contributes to the development of students' linguistic and conceptual competencies.

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«МУЗЫКАЛЬНАЯ КУЛЬТУРА США»: ИНТЕГРИРОВАННОЕ ПРЕДМЕТНО-ЯЗЫКОВОЕ ОБУЧЕНИЕ

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Аннотация

Работа посвящена применению принципов интегрированного предметно-языкового обучения к курсу «Музыкальная культура США», предлагаемому студентам-бакалаврам отделения «Зарубежное регионоведение». Курс направлен на изучение национально-специфических музыкальных жанров, повышение культурной грамотности студентов и расширение запаса специальной лексики. В статье демонстрируется синергетический эффект, достигаемый за счет преподавания предмета в широком социокультурном контексте и наращивания языковой компетенции учащихся. В работе предпринимается попытка определить концептуальную основу и ключевой вокабуляр курса.

Ключевые слова*: интегрированное предметно-языковое обучение, культурная грамотность, музыкальная культура, регионоведение, специальная лексика.*

DISCOURSE-ORIENTED TEACHING OF BUSINESS ENGLISH VOCABULARY

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Abstract

One of the requirements of the modern world is the knowledge of Business English which is an integral part of international relations and cooperation in the economic sphere. The goals of the course in Business English are identified in the paper with the focus on skills in reading, speaking, listening and writing. It is proved that vocabulary is essential for the development of the skills. Methods of teaching Business English vocabulary are considered among which the discourse-oriented technique is distinguished. The latter is analysed taking into account the interpretation of the economic discourse with its constituents involving spheres of the economic activity and relationships between participants. Three aspects of the discourse, i.e. contextual, cohesive and coherent, are paid attention to with regard to the process of teaching business terms using vocabulary maps. The conclusion is made about the advantages of the discourse-oriented teaching of economic terms such as the understanding of the contextual meaning of words and their connections with other parts of the discourse for the better perception and image of the economic situation presented in the discourse; the identification of the central idea and its correlation with other issues raised in the discourse which are important for the learning process based on associations.

Keywords: Business English, economic discourse, method of teaching, skill, vocabulary.

Introduction

Business English plays a predominant role in the modern society. Due to the necessity to develop and improve international cooperation with various countries it has become a necessity for many people to master the international language in general and its specific part (Business English) in particular. Therefore the process of teaching students Business English must take place at different levels of education including secondary schools, colleges and universities. The contemporary system of teaching Business English ought to be aimed at students' needs and their plans for the future. To do this different programs are offered. Those people who are already engaged in business activity definitely know what spheres of business they deal with and can focus mainly on them while studying English. As for students who can only plan their future professional life, it is rather complicated to identify particular fields of business and as a result they must study the most important things from all of them. That is why present-day Business English coursebooks cover such topics as: Marketing, Finance, Management, International Cooperation, Team Building, Customer Service etc.

In general, like any foreign language program, the course in Business English must have the following goals:

- to develop students' skills and abilities in reading authentic texts (such types of reading are focused on as skimming, scanning and close reading);

- to develop listening skills which include comprehensive listening and its types: informational listening, critical listening and therapeutic or empathetic listening;

- to form skills in speaking;
- to improve writing skills.

Let us consider the skills in detail. So, skills in reading involve skimming that implies reading needed for doing communicative tasks, scanning that can be used to find out specific information and that is also aimed at general understanding while close reading allows students to fully comprehend the text [6]. Thus, the development of skills in reading will help students to understand business texts in general and in detail.

As for listening, it should be noted that informational listening skills help students to understand the information being presented by some source (radio, TV, the Internet etc.), critical listening is needed to assess and analyze the given information whereas empathetic listening is based on the understanding of speakers' feelings and emotions which are interconnected with their point of view [8].

In M. Bygate's opinion, speaking skills can be divided into production skills and interaction skills [1]. In terms of Business English this means that students must be able to produce speech expressing their point of view, evaluating some facts and information, presenting new ideas and such like things that refer to various business spheres. At the same time they must know how to interact with their colleagues from foreign countries and what speech patterns can be used in this or that situation. Moreover, it is stated that speaking has specific categories such as accuracy which implies the proper use of grammar, vocabulary and pronunciation in the process of controlled speech and fluency based on the person's ability to talk like a native speaker [3,4].

Many international raters assess skills in writing with the help of two main tasks. The first one is integrated writing when students are asked to read some information, then listen to the lecture or conversation related to the topic discussed in the reading passage and write about the relation between the listening and reading materials. The second task is independent writing. Students must write an essay on the given topic using details, examples and specifications. With regard to Business English students can try to develop writing skills practising the mentioned activities which can be based on business topics.

Theoretical principles of the discourse-oriented teaching of Business English

Modern technologies allow teachers to use plenty of techniques for helping students learn words, e.g. vocabulary games, mind maps, quizzes, special websites which offer a great number of activities and specific vocabulary exercises. But a significant place among the methods is taken by discourse-oriented teaching of vocabulary. In this case the economic discourse involving relations between integral parts and participants of economy and business is focused on. On the one hand, the discourse covers all spheres of the economic activity (production, distribution and sale of products, services) and on the other hand, it implies those relationships which take place between people engaged into the economic activity. Therefore, the discourse-oriented method of teaching Business English vocabulary must be aimed at making students understand and identify the contextual meaning of the word as the latter cannot function separately from the text (discourse) it is used in and consequently this word must be considered to be a small part of the large system where all other parts are interconnected forming a unity related to the economic activity depicted in the text. This approach is relevant not only with regard to reading materials but all other types of speech activity, i.e. listening, speaking and writing.

For the better understanding of all the connections of the word with other parts of the discourse vocabulary maps are used. They are fundamental for the realization of three aspects of any discourse: contextual, cohesive and coherent. The contextual aspect is

essential for identifying new meanings of words which can be quite different from dictionary ones. Besides it is easier for students to remember the meanings if they are associated with the discourse.

The cohesive aspect is important for the development of the lexical basis of the words typical for the economic discourse. As for the coherent aspect, it is needed for understanding the central idea of the discourse and the contribution of all words into the correct perception of the described economic process.

Discourse-oriented teaching of Business English in practice

Let us consider the example of teaching Business English vocabulary taking into account the economic discourse and its three aspects. The following is an excerpt from the article "Short of workers, US builders and farmers crave more immigrants ":

"The recent shortage of immigrant workers is impacting housing and housing affordability," said Jerry Howard, chief executive of the National Association of Home Builders. Phil Crone, who runs the association's Dallas chapter, said the labor bottleneck was adding about $6,000 to the cost of every home built in the area and delaying completion by two months" [5].

Let us analyse the use of some terms in the discourse. The word *"affordability"* is formed with the help of adding <ibility> to the adjective *"affordable"*. The adjective has the following meaning: "cheap enough for ordinary people to afford" [7].

In the discourse the noun *"affordability"* is connected with the word *"housing"* and implies the ability of ordinary people to buy houses. The noun is rarely used in this form as the adjective is more widespread. So the contextual, cohesive and coherent aspects of the discourse regarding the considered word are clearly noticed. It is also interesting to examine the word *"bottleneck"* which has two meanings in the English-English dictionary:

1) "a specific problem in part of a process that causes delays to the whole process";

2) "a place where a road is narrow or blocked causing traffic to move very slowly" [7].

In the discourse the word acquires the first interpretation and in the combination with the word *"labor"* means great problems related to the lack of workers in the construction sphere. The vocabulary map for this discourse is shown in Fig. 1.

According to the map the following conclusions can be made:

1) the central idea of the given discourse is the so-called "labor bottleneck" or the shortage of workers in the construction sphere;

2) the central idea is closely connected with other problems: on the one hand, immigrant workers who represent the less-skilled but preferable work force and the shortage of such builders that has taken place recently; on the other hand, these issues cause other difficulties: the construction of houses and their affordability and this leads to high prices for houses and long terms of their construction.

The vocabulary map integrates all three aspects of the discourse. Students can understand the contextual meaning of some economic terms and the connection of different ideas in the discourse taking into account the central idea which can be easily identified.
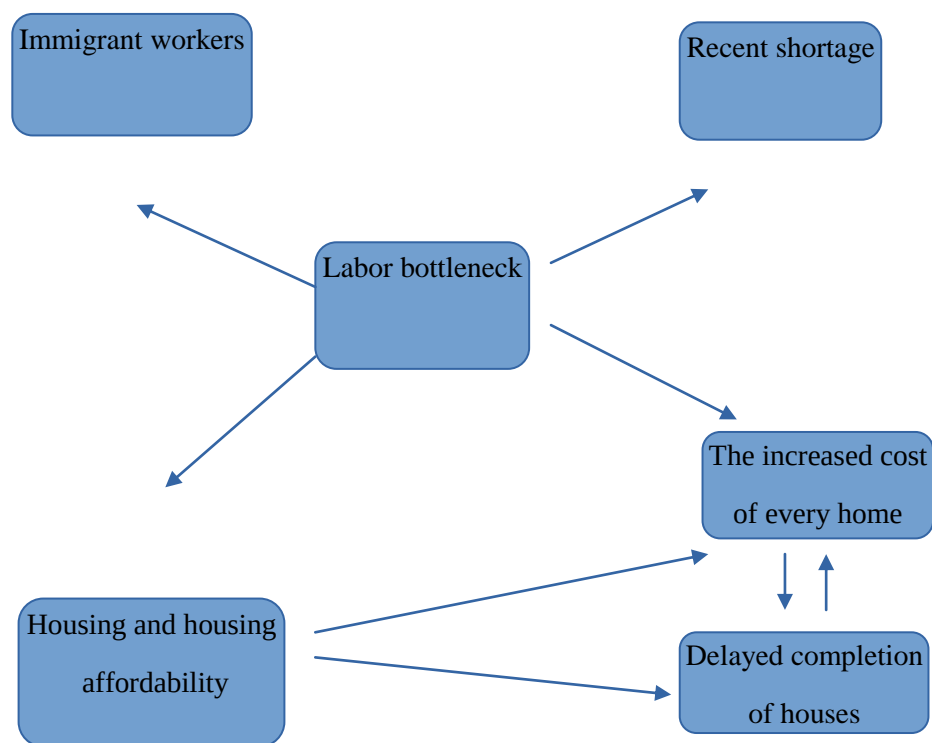
Figure 1 - The vocabulary map for the word "labour"

One more component of the discourse-oriented teaching of business vocabulary must be paid attention to. These are metaphors and idioms which can be used in the economic discourse. Metaphorization of economic terms is considered to be an interesting way of teaching business vocabulary [9]. The same can be said about idioms as they show the mentality of people living in different countries. The discourse analysis also plays a great role in the process of understanding metaphors and idioms. Let us examine the following excerpt from the article "Manufacturing surge, a boon for Trump, may be fading":

"American factories aren't grinding to a halt. A closely watched survey from the Institute of Supply Management hit a three-year low in February but rebounded somewhat in March. Recent data from China suggests that the government's efforts to stimulate the economy there are beginning to have an effect. And financial markets rallied Wednesday on hopes that the United States and China could be nearing a trade deal. Strong economic underpinnings — low unemployment, rising wages, high levels of consumer confidence — make an outright collapse in manufacturing unlikely" [2].

Here the idiom "*grind to a halt*" is used. It has two meanings: 1) "if a vehicle grinds to a halt, it moves more and more slowly until it finally stops"; 2) if a process or a country grinds to a halt, things gradually get slower until they finally stop" [7]. In the discourse the idiom acquires the second meaning but has a negative form implying positive features. It also serves as the central idea of the discourse the vocabulary map of which can be presented in this way:

The central idea expressed by means of the idiom is closely connected with other ideas and issues of the discourse underlining the contextual meaning of economic terms typical for this very discourse and their interconnection.
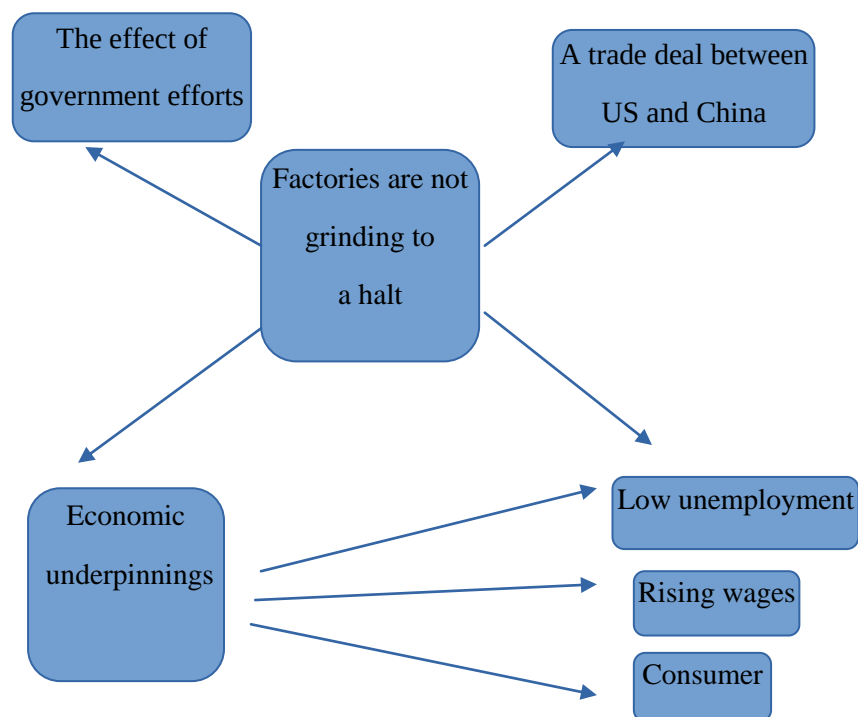
Figure 2 – The map of the idiom "*grind to a halt*"

Conclusion

The discourse-oriented teaching of business English vocabulary has such advantages as: the understanding of the contextual meaning of words and their connections with other parts of the discourse for the better perception and image of the economic situation presented in the discourse; the identification of the central idea and its correlation with other issues raised in the discourse are essential for the learning process based on associations. Vocabulary maps are quite a powerful tool to achieve the set goals in this activity.

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ДИСКУРС-ОРИЕНТИРОВАННОЕ ОБУЧЕНИЕ ЛЕКСИКЕ ДЕЛОВОГО АНГЛИЙСКОГО

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Аннотация

Одним из требований современного мира является владение деловым английским языком, являющимся неотъемлемой частью международных отношений и сотрудничества в сфере экономики. В работе выделены цели курса по деловому английскому с акцентированием внимания на навыках чтения, говорения, аудирования и письма. Доказан тот факт, что тематическая лексика является существенно важным звеном для развития этих навыков. Рассмотрены методы обучения лексике делового английского, среди которых выделен дискурс-ориентированный способ. Проведен анализ последнего с учетом интерпретации экономического дискурса и его составляющих, включающих сферы экономической деятельности и отношения между участниками. Внимание акцентируется на трех аспектах дискурса, а именно, контекстуальном, когезийном и когерентном, с точки зрения их отношения к процессу обучения деловой лексике с использованием вокабулярных схем. Сделан вывод о преимуществах дискурс-ориентированного обучения лексике делового английского, к которым относятся понимание контекстуального значения слов и их связей с другими частями дискурса для лучшего восприятия и представления экономической ситуации, представленной в дискурсе, и выделение центральной идеи и ее соотношения с другими проблемами, поднятыми в дискурсе, что важно для процесса обучения, основанного на ассоциациях.

Ключевые слова: деловой английский, тематическая лексика, метод обучения, навык, экономический дискурс

APPLICATION OF CONTENT AND LANGUAGE INTEGRATED LEARNING IN TEACHING SOCIO-ECONOMIC SUBJECTS

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Abstract
The article considers application of CLIL in teaching socio-economic subjects as a unique tool, which combines learning a language with getting specific knowledge in some subject area. Examples of CLIL techniques are given with regards to teaching socio-economic disciplines.
Keywords*: content and language integrated learning, Centre, socio-economic disciplines, Kahoot, simulation, virtual reality*

Introduction

CLIL (Content and Language Integrated Learning) is as an approach to learning content through an additional language, thus teaching both the subject and the language. Certain positive aspects of CLIL use in academic institutions are: learning enhances critical thinking of students; the learning process is based on real life situations; leaning is based on teamwork; raising the intercultural awareness of both students; increasing employability of graduates; breaking various kinds of prejudice and fear of travelling outside the home country; acquiring communicative skills and patterns [1].

Techniques of CLIL application in teaching socio-economic subject

CLIL may be used not only in elementary or high school settings; it may also be applied in undergraduate programs since students take some of the subjects of their major in English. Such an option is available to the students of Tambov State Technical University (TSTU), namely at the Centre for International Professional Training, which was established in 2004 as a structural unit of the university for the purposes of providing both linguistic and professional training. Modern teaching and learning should indeed be up-to-date and include the state of the art techniques and methods. Digitalization has invaded all spheres of life, thus modern information technologies should be extensively used in education as well.

Some of the hi-tech methods used in CLIL application at TSTU include simulation, virtual reality and on-line quizzes.

Virtual reality (VR) is gaining recognition for its enormous educational potential. Visualization tools that take advantage of VR technologies are being designed to provide engaging and intuitive environments for learning visually and spatially complex topics in technical sciences, medical sciences and social sciences as well. These applications present dynamic, three-dimensional views of structures and their spatial relationships, enabling users to move beyond "real-world" experiences by interacting with or altering virtual objects in ways that would otherwise be difficult or impossible [3-5]. Fig.1 demonstrates a fragment of a virtual classroom for teaching socio-economic subjects.

Figure 1 - Visualization of a virtual classroom

The system for simulation of dynamic processes SIMUL8 has been selected for educational purposes. This system has a powerful set of tools for modeling and further processing of results. SIMUL8 is based on object-oriented approach. Every real object or process is associated with an object (or their combination) in a SIMUL8 simulation.[6]

A simulation is an animated model that mimics the operation of an existing or proposed system, like the day-to-day operation of a bank, running an assembly line, or assigning staff in a hospital or call center. Using intuitive simulation software like SIMUL8, you can build a visual mock-up of your process, similar to creating a flowchart.

By adding timings and rules around the tasks, resources and constraints that make up your system, the simulation can accurately represent your real process.[7]

Simulation offers a powerful, evidence-based approach to decision making - by using a virtual representation to test the impact of process changes and 'what if' scenarios, you can find an approach that delivers the best results. Fig. 2 shows a simple simulation model of an order-processing unit of a company.
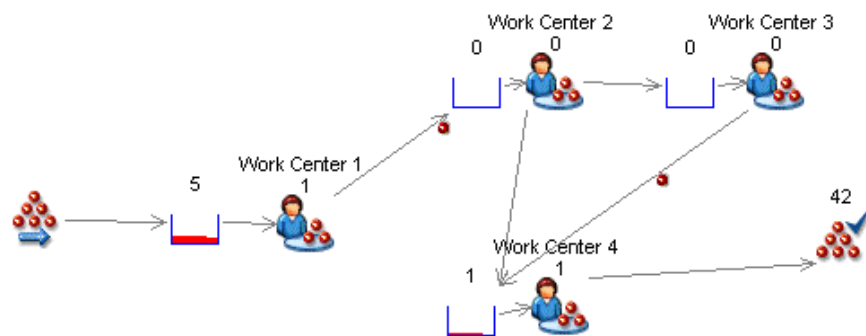
Figure 2 - A simple simulation model in SIMUL8

Another resource we can use just as a final revision for our students is with a free program called Kahoot. You have to download it from the web page: https://getakahoot.com and sign up with an email account. Then, you must indicate your role and the school, university, organization you belong to. Once you have signed, with

the option "quiz", you can start to create your own online quiz for your students in a very easily way. Also, you must select the amount of time allowed for the students to answer. Once you have created all the questions with their possible answers, you can select their order of appearance in the quiz. The last step is just to choose the language of your kahoot to be published, its primary audience (school, university, business, training, event or social), and you can also establish the privacy settings and its level of difficulty. After having selected everything, you'll have your kahoot created and ready to be used in class. Just to start your quiz in class, the only thing you have to do is that your students enter the game pin appearing in the kahoot once it has been saved. The students can access to the game by introducing the webpage https://kahoot.it/#/ and entering the given pin [2]. Fig.3 shows a screen of a kahoot on-line quiz. Students need to choose the correct answer on their electronic devices.
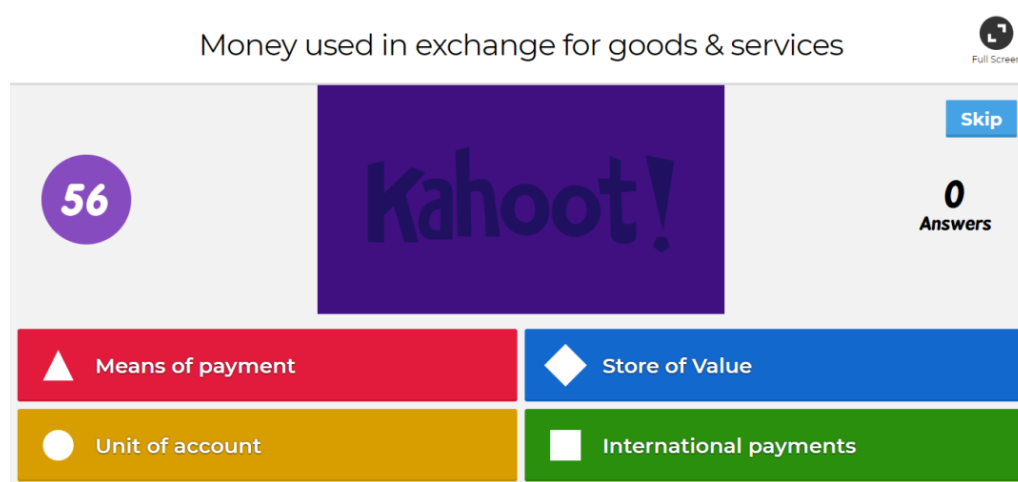
Figure 3 - A screen copy from a kahoot on-line quiz

Conclusion

CLIL method has proven its effectiveness during 15 years of its implementation at the Centre for International Professional Training. Application of modern information technologies allows enhancing teaching process and enriching learning experience of students.

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ПРИМЕНЕНИЕ ПРЕДМЕТНО-ЯЗЫКОВОГО ИНТЕГРИРОВАННОГО ОБУЧЕНИЯ В ПРЕПОДАВАНИИ ПРЕДМЕТОВ СОЦИАЛЬНО-ЭКОНОМИЧЕСКОГО ПРОФИЛЯ

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Аннотация

В статье рассматривается применение CLIL в преподавании социально-экономических дисциплин как уникальный инструмент, который сочетает в себе изучение языка с получением конкретных знаний в определенной предметной области. Приведены примеры методов CLIL в отношении преподавания социально-экономических дисциплин.

Ключевые слова:: CLIL, центр, социально-экономические дисциплины, , Kahoot, моделирование, виртуальная реальность.

ENGLISH LANGUAGE FOR FUTURE ENGINEERS: TEACHING THE PRINCIPLES OF ARGUMENTATION AND CONVICTION

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Abstract

The article describes the process of teaching future engineers the principles of argumentation and conviction in English, based on the facts cited from legal and technical documentation. This skill can help students prevent incidents and resolve disputes arising in communication with foreign language representatives in the context of international professional interaction. A modern engineer is a person with high culture and creativity, who is able to use equipment and technologies taking into account the requirements and rules of operation, as well as applying various methods when addressing engineering, scientific and technical problems. Therefore, the author suggests including a special training course in the program of linguistic education of engineering students consisting of assignments and applied tasks related to the future professional activities, which can be solved under two conditions. The first is the knowledge of the regulatory and technical materials, and the second is the ability to apply correctly the first condition in the practice of reasoned conviction in English. This course has been successfully tested among students from Ivanovo State Power Engineering University named after V.I. Lenin. The results obtained from experimental studies indicate the effectiveness of the proposed approach.

Keywords: English for specific purposes, professionally oriented training, engineering education.

Introduction

Engineering activity is associated with the intellectual support of the processes connected with creation and operation of artificial systems which are in demand in modern technological society. Considering the scope and pace of technologization, computerization, automation, and digitalization of modern society, the need for technical specialists is rapidly increasing around the world.

Since Russia is expanding ties with foreign countries, the need in engineering and technical personnel with knowledge of foreign languages as a means of international communication arises [2]. In this regard, modern students need to form stable communication skills, as well as develop a desire to establish and maintain the most productive and effective relationships with representatives of partner countries [4].

Lately, subjects of research demonstrate an increased interest in teaching English for specific purposes [3], as well as in integrated teaching of foreign languages and professional disciplines in Russian universities [1]. This thesis is confirmed by works of such scientists as V.V. Aitov, N.V. Evdokimova, E.G. Krylov, L.V. Maletina, O.G. Polyakov, G.R. Chaynikova and others.

Today, there are various approaches and principles of teaching English to non-philological students. Many of them are well known to university teachers. However, as practice shows, when training future engineers (nuclear engineers, power engineers,

mechanical engineers, chemical engineers, civil engineers, design engineers, etc.), an important component for engineering is missed. It is connected with the need to study serious legal and technical documentation in Russian and in foreign languages. The information contained in regulatory documents is used as an argument confirming the correctness and legitimacy of engineering and technical workers' actions, including foreign workers' actions as well. Considering the number of joint international projects of Russia with other countries in the field of engineering and their scope, it can be said with confidence that the demand for engineers capable of conducting reasoned communication in the field of professional activity is constantly increasing.

It should be clarified that this study interprets the concept of "reasoned communication" as the ability to formulate ideas and build a logical chain of justifications in order to influence the speech partner in the context of multilingual professional communication.

Materials and Methods

The bridge connecting these theoretical ideas with the methodological and pedagogical practice in a technical university is ***the principle of modeling foreign-language situations of professional activity in the educational process*** [5], which involves building models of reasoned argumentation in a foreign language while using knowledge of the regulatory and technical documentation governing the engineering activity in an international working environment.

The principle outlined in this article is implemented in the practice of teaching a special training course consisting of simulation tasks, tests, and assignments in English, which imitate the management of situations which can appear in future professional activity.

These are the so-called "lingvo-engineering simulators", which (like mechanical or computer simulators well-known to technical students) facilitate the most accurate reproduction of future working situations in the context of intercultural dialogue with foreign-language partners, employees or co-workers. The purpose of using these simulators is to form the skills of convincing argumentation necessary to achieve the greatest efficiency and positive constructive interaction in joint international engineering activities.

Such "role-playing" of possible situations arising from cooperation with representatives of the international society allows students to look at the bigger picture, foresee and prevent possible incidents, and therefore arm themselves with the practice of initiating contact, arguing and persuading, preventing and settling disputes, upholding a fair position and finding a compromise.

In other words, the content of assignments/tasks of linguistic engineering simulators allows a student to take the active position of a citizen who understands his own needs, motives, and seeks to implement them using a foreign language as a tool for self-development, self-determination, self-identification in society, in daily life and in future profession.

Moreover, a student develops abilities for a problem-based understanding of various aspects of the future professional activity. This allows forming a willingness to work, both in a domestic and foreign format. These characteristics are qualitative in the logic of the formation of a competent personality for a future engineer, who possesses not only the set of knowledge and skills necessary for work, a positive attitude to other languages and cultures, but also the ability to substantiate his or her own professional

position in a foreign language, competently using references to regulatory, legal and technical materials.

Results and Discussion

There is an example of experimental work with an English-language training course on teaching the energy sector future engineering and technical personnel the principles of convincing argumentation and justification. Students of electromechanical, electric power and heat power departments of Ivanovo State Power Engineering University named after V.I. Lenin were divided into control and experimental groups.

The control group of students was offered standard classroom classes, according to the curriculum of the discipline "Foreign Language (English)". Furthermore, they were recommended to independently get acquainted with a number of regulatory and technical (model) documents, as well as with the rules of operation of energy-hazardous objects and with the safety regulations in English. These students were informed that at the end of the training course there will be a final test in order to determine their ability of a reasoned response and the ability to operate with facts and figures from the proposed documentation.

In addition to classroom lessons of English language, an experimental group of students was offered a systematic work (classroom and independent) in the mode of lingvo-engineering simulators aimed at working out situations of purely professional reality, which includes studying the rules of operation of energy-hazardous objects and safety techniques, as well as an acquaintance with the basic documents governing energy activities.

The work algorithm assumed, first, *the study* of one or several regulatory or technical documents, such as the Federal Law "On Environmental Protection" No. 7-FZ of January 10, 2002; Federal Law "On the Protection of Atmospheric Air" No. 96-FZ of May 4, 1999; Federal Law "On Production and Consumption Wastes" No. 89-FZ of June 24, 1998 (as amended in 2014 and 2019), etc. Secondly, *the fulfillment of tasks and addressing the challenges* built in the logic of normative documents studied by students. Finally, *the discussion* and *a reasoned justification* of selected answers to tasks offered by a teacher or independently formulated by students (dialogues and polylogues on the subject under study).

Students were recommended to use the following and other phrases to express their opinions, to do the analysis and give reasoned answers: I think / I guess / I suppose / I reckon / I deem / I consider that ... / I feel / It seems to me that ... / I see this ... / I am sure that ... / To my mind / In my opinion ... / We should define it as ... and others.

The final lesson was based on all the documents studied during the course, such as: the Federal Law of March 26, 2003 N 35-FZ "On Electric Power Industry"; the Order of the Government of the Russian Federation of October 28, 2009 No. 846 "On the approval of Rules of investigation of the reasons of accidents in power industry"; Operation requirements for electrical power plants and networks in the Russian Federation (SO 153-34.20.501-03); the Order of the Ministry of Energy of Russia of June 19, 2003 N 229 (registered by the Ministry of Justice of Russia in June 20, 2003, reg. N 4799); Instructions for the prevention and elimination of accidents at thermal power plants (SO 153-34.20.562-2003); the Order of the Ministry of Energy of Russia of June 30, 2003 N 265; Guidelines for the stability of power systems (SO 153-34.20.576-2003); the Order of the Ministry of Energy of Russia of June 30, 2003 N 277, etc.

The participants of the control and experimental groups were asked to answer a series of questions, explain their answers and refer to the corresponding clause in one or several regulatory documents. Here are examples of issues under discussion:

1) Indicate the activities that should be included in the volume of periodic technical certification of equipment, buildings, and structures of a power facility based on current regulatory and technical documents.

2) What are the duties of workers exercising technical and technological supervision over the operation of equipment, buildings, and structures of a power installation?

3) What measures are used to protect against indirect contact from electric shock in case of insulation damage?

The results of the *experimental group* revealed that 82.5% of students working in the system of "lingvo-engineering simulators" showed good and excellent results, other participants in the experiment received satisfactory ratings. In other words, all students of the experimental group, without exception, coped with the set professional and language task.

Participants of the *control group* were unable to implement the tasks completely, thus half of the students received satisfactory marks. The rest of the respondents failed in this kind of educational activity. It is worth noting that the students who suffered the fiasco complained that they did not have enough time and effort to understand the English versions of the normative and technical documents that were proposed for independent study. Although they all realized that knowledge of these materials is mandatory and necessary both for work at domestic and international power plants.

Conclusion

In this study, *the principle of modeling foreign situations of professional activity in the educational process* is defined as a priority and involves the training of engineers to provide reasoned answers to questions in English on a purely professional subject.

In recent years, there has been a marked increase in research interest in the problems discussed above, which are due to increasing attention to a professionally oriented approach in teaching a foreign language, especially in technical universities of Russia. This study makes it possible to supplement the missing link in the process of teaching English for special purposes in a non-linguistic university and convinces of the need to introduce the proposed approach into the system of university education for future engineers of various training fields.

The proposed principle is seen as the key but it is not limited by the examples presented in the study. The developed training simulators can be supplemented in the substantive aspect, as well as updated in the logic of postgraduate training for refresher courses aimed at Russian and foreign engineering and technical workers.

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АНГЛИЙСКИЙ ЯЗЫК ДЛЯ БУДУЩИХ ИНЖЕНЕРОВ: ОБУЧЕНИЕ ПРИНЦИПАМ АРГУМЕНТАЦИИ И УБЕЖДЕНИЯ

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Аннотация

В статье описывается процесс обучения будущих инженеров принципам аргументации и убеждения на английском языке с опорой на факты, приведённые из правовой и технической документации. Данное умение может помочь студентам предупреждать инциденты и урегулировать споры, возникающие при общении с иноязычными представителями в условиях международного профессионального взаимодействия. Современный инженер это человек, обладающий высокой культурой и изобретательностью, умеющий пользоваться техникой и технологиями с учетом требований и правил эксплуатации, а также применять различные методы при решении инженерных и научно-технических задач. Исходя из этого, автор предлагает включить в программу лингвистического обучения студентов инженерного профиля специальный учебный курс, состоящий из заданий и прикладных задач, связанных с организацией будущей профессиональной деятельности, решение которых возможно при двух условиях. Первое, это знание содержания нормативных и технических материалов, а второе – это умение грамотно применить первое условие в практике аргументированного убеждения на английском языке. Данный курс успешно апробирован среди обучающихся Ивановского государственного энергетического университета имени В.И. Ленина. Полученные в ходе экспериментального обучения результаты указывают на эффективность, предлагаемого подхода.

Ключевые слова: английский язык для специальных целей, профессионально-ориентированное обучение, инженерное образование.

DEVELOPING STUDENTS' COGNITIVE SKILLS THROUGH BILINGUAL TEACHING: A COURSE IN CURRENT ISSUES OF SOCIAL SCIENCES

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Abstract

The paper describes the course "Current Issues of Social Sciences" delivered in English to undergraduate students of Tambov State Technical University. This discipline is included in the curriculum of the Center for International Professional Training of the above-mentioned university. The course has been successfully tested for a year and confirmed its practical value for the students who have to do further training in social sciences and humanities.

Keywords: bilingual teaching, CLIL, the English language, social sciences, teaching methods

Introduction

The Bologna Process is one of contemporary challenges for the Russian education. It is manifested through new methods of teaching, increased academic mobility, etc. In line with this process, the Center for International Professional Training was set up at Tambov State Technical University [2]. The main idea of this Center is to apply bilingual teaching technologies in the educational process. The course "Current issues of Social Sciences" is one of the disciplines included in the curriculum for undergraduate students, and one of the ways of realization of this idea. It is studied by first-year students and its basic aim is learning of vocabulary which is used in social sciences. This paper focuses on description of teaching methods applied in the course "Current issues of social sciences".

Materials and methods

Main methodological principles of the discipline are based on CLIL (Content-and-Language Integrated Learning) [3], which involve using a foreign language as the main tool of learning. This practice is widely spread in many universities. Another teaching methodology is the developmental teaching which was intensively applied in the Soviet Union and is still very popular in contemporary conditions.

Results and discussion

The teaching of the main themes included in "Current issues of social sciences" is done through practical classes. Students have printed materials at the beginning of each lesson. They consist of vocabulary and exercises for an active usage of words. There is a PowerPoint presentation in each class, which is used as the basis for material presentation. Both basic and supplementary teaching tools are used.

The themes of the course are based on the school discipline supplemented with the discussions occurring in modern social sciences, the Internet and mass media. The learning materials used in the assignments and exercises are authentic. This method gives possibility to make a comparative analysis of the differences between the ideas of Russian and foreign scientists.

Students are familiar with this type of learning activities as they are used in other

disciplines, and we describe several methods of our real practice.

The first topic "Modern ideas about society" consists of three themes "Society as a dynamic system", "Multivariance of social development", "Globalization: pros and cons". The text with theoretical information about the society as a dynamic system is the base for the first of them. It has gaps which are filled with the words in the incorrect order. According to our experience this type of exercises demands much time, but the effect of vocabulary learning is quite high.

The deep understanding and usage of terminology are reached through the method of "Gap-filling graphic diagram". Students are very interested in the Euler diagram in this case. However, they are not familiar with the basic rules of the Euler circles. A teacher has to explain these rules before the beginning of the exercise. A possible outcome of the work might look like this:
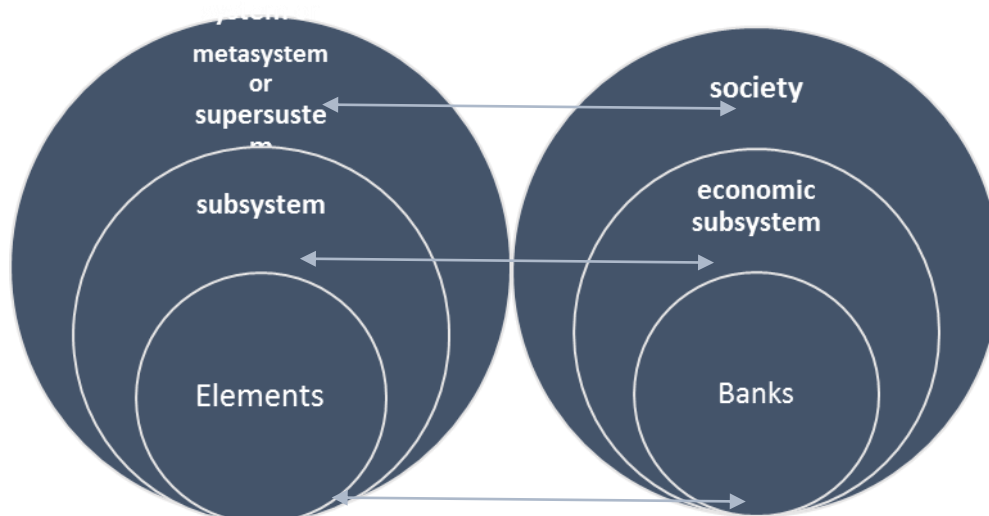
Figure 1 - Gap-filling graphic diagram

The second theme about multivariance of social development is studied through reading of the text and completing two tables:

Table 1. The differences between reforms and revolutions

Criterions	*Reforms*	*Revolutions*
Area of transformations	Only society	Both society and nature
Scale of transformations	Partial	Total
Character of transformations	Not changing the bases	Basic or radical
Paces	Gradual	Quick

Table 2. Types of societies

Types		
Pre-industrial	Industrial	Post-industrial
The main sphere of the economy		
Agriculture	Industry	Service sector
The limiting factor		
Land	Capital	Information
The leading social group		
Landowners	Owners of capital	Owners of information

The third theme "Globalization: pros and cons" covers reading of the extracts with information about positive and negative consequences of globalization. Students have to match these extracts with headlines and fill in the table with figures from the corresponding extracts depending of their role for society.

Sometimes exercises on gap-filling of diagrams are used. The information usually comes from the text. The block diagram below presents the example of this type of activity in the class.
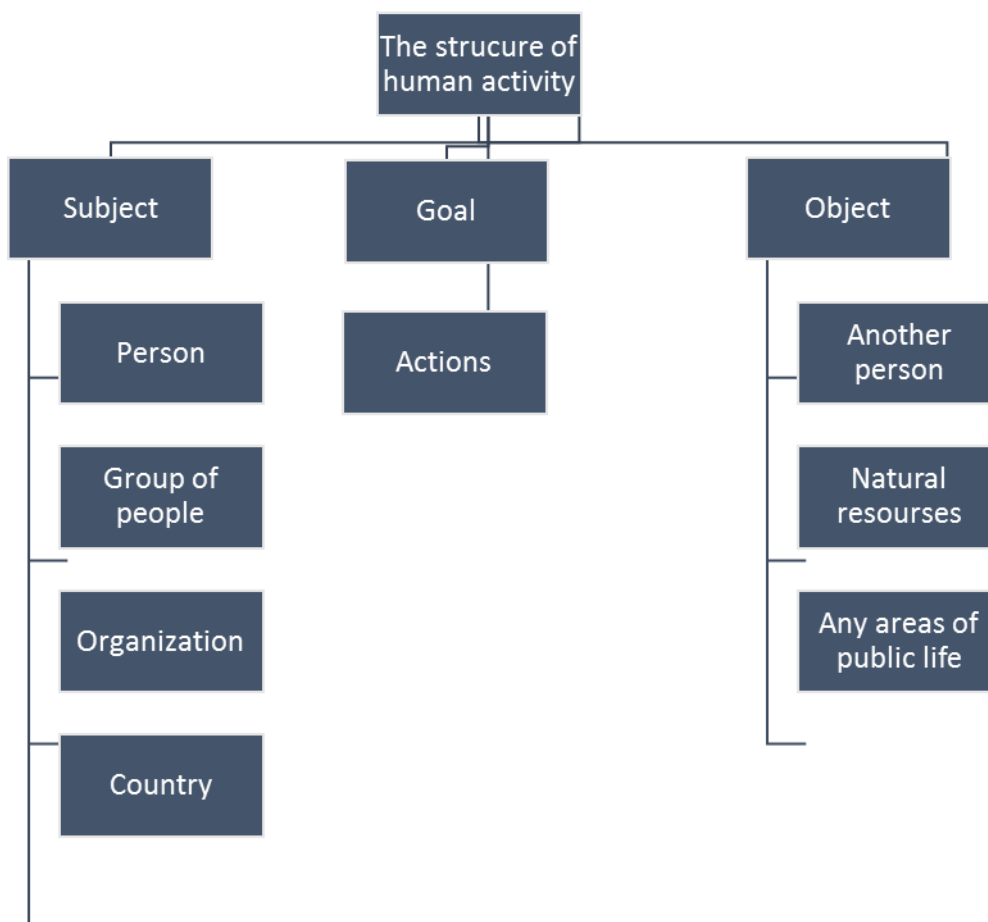
Figure 1 - Gap-filling block diagram

This type of exercises is not challenging for students because it does not take much time.

The theme "Ethics of scientific cognition" is based on the following exercise: students have to read extracts from a single text and put the events in the correct order. This exercise is quite time-consuming due to its complexity.

The course "Current issues of social sciences" is optional. Because of this there might be problems with students' attendance. A good solution is a score-rating system [1]. Students do a short test including 15 multiple-choice questions on the studied topics at the end of each lesson.

Conclusion

The course "Current issues of social sciences" was piloted a year ago and proved its effectiveness. It meets the learners' needs and matches their language competency. Assignments and activities integrated with the course raise motivation for learning and interest in social sciences.

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АКТИВИЗАЦИЯ ПОЗНАВАТЕЛЬНОЙ ДЕЯТЕЛЬНОСТИ СТУДЕНТОВ В РАМКАХ ДВУЯЗЫЧНОЙ ТЕХНОЛОГИИ ОБУЧЕНИЯ: ИЗ ОПЫТА ПРЕПОДАВАНИЯ ДИСЦИПЛИНЫ «АКТУАЛЬНЫЕ ВОПРОСЫ СОЦИАЛЬНЫХ НАУК»

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Аннотация

В статье описываются методы, используемые в ходе преподавания курса «Актуальные вопросы социальных наук» на английском языке. Указанная дисциплина предусмотрена учебным планом, разработанным Центром подготовки международных специалистов ФГБОУ ВПО «Тамбовский государственный технический университет». Делается вывод о том, что апробация данного курса является успешной: это позволяет студентам в дальнейшем осваивать дисциплины социально-гуманитарной направленности, преподаваемые в рамках реализации соответствующей образовательной программы.

Ключевые слова: английский язык, двуязычная технология обучения, методика преподавания, социальные науки, CLIL.

ОБЩЕЧЕЛОВЕЧЕСКИЕ ЦЕННОСТИ И ПРОЦЕСС ОБУЧЕНИЯ ИНОСТРАННОМУ ЯЗЫКУ В КОНТЕКСТЕ НАУЧНОГО ДИАЛОГА

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Аннотация
Проблема ценностей человека была актуальной на протяжении всей истории прогрессивной общественной и педагогической мысли. В настоящее время ее актуальность обусловлена необходимостью противодействовать росту всевозможных негативных тенденций в жизни современного общества, ориентирование акцентов образования на удовлетворение интересов и потребностей личности, создание благоприятных условий для развития ценностных ориентации студентов.

Ключевые слова: современное общество, методика формирования, процесс модернизации, иноязычное образование, проблема ценностей, образовательные технологии, методический анализ.

Основной целью казахстанского образования является формирование национальной модели конкурентоспособного многоуровневого образования, интегрированного в мировое образовательное пространство и удовлетворяющего потребности личности и общества. В настоящее время следует говорить о закладывающихся казахстанских национальных моделях англо-русско-казахского полилингвального обучения, об изменении социокультурного контекста в отношении английского языка, который востребован в современном казахстанском обществе не только как средство коммуникации, но и как инструмент познавательной и профессиональной деятельности [1].

Последние годы в нашем обществе активно инициируются технологические проекты, направленные на модернизацию различных сфер жизни. К сожалению, в них рассматривается исключительно технократическая составляющая. В то же время все эти проекты ложатся на старую почву изживших себя общественных ценностей. Новым технологическим инициативам нужна новая концепция общественных отношений, новая система ценностей, стала необходимым цементом для укрепления инновационной основы этих проектов. Общечеловеческие ценности – это фундаментальные, общечеловеческие ориентиры и нормы, моральные ценности, являющиеся абсолютным стандартом для людей всех культур и эпох. Ошеломляющее многообразие точек зрения по этому вопросу вмещает представления об общечеловеческих ценностях, как о явлении интеллектуальном.

В обучении глобальную роль играют также и педагогические ценности, так как основная цель деятельности современного педагога заключается в реализации

личностно-ориентированного подхода в воспитании и обучении. Это означает, что педагог сам должен быть нравственно обогащен, внутренняя личностная позиция ценностно выстроена. Сущностной характеристикой педагогической деятельности педагога является ее гуманистическая направленность на человека как высшую абсолютную ценность. Профессиональная деятельность педагога сама по себе представляет ключевую системообразующую ценность и фактор воспроизводства жизненных ценностей.

Успешность деятельности преподавателя по мнению М.А. Данилова, зависит не только от его личностных качеств, от его научно-теоретической подготовки, главное, от его педагогического мастерства. Среди слагаемых педагогического мастерства особое место занимают профессионально-значимые общие педагогические умения: гностические, проектировочные, конструктивные, организаторские, коммуникативные [2]. С точки зрения профессионализма наиболее значимая сторона деятельности преподавателя – коммуникативная, поскольку результатами коммуникативной деятельности учителя являются новообразования духовного характера: представления, идеи, черты характера, интересы, приобщение каждого к ценностям другого. Важным условием успешного профессионального становления будущего преподавателя является формирование ценностного отношения к педагогической деятельности.

Определенные сочетания профессиональных ценностей образуют стили ценностных ориентации:

1. личностно развивающий, т.е. направленный на развитие личности учащихся;

2. предметно-направленный, главная ценность преподаваемый предмет;

3. собственно-педагогический стиль, т.е. направленный на ценности педагогической деятельности,

4. стиль профессионально-несущественных ценностей;

5. смешанный стиль, где педагогические ценности не имеют педагогической дифференциации[3].

Наиболее продуктивным из них является личностно-ориентированный. Он представляет собой совокупность ценностных параметров, отражающих доминантную педагогическую ценность – личность студента как развивающегося человека. Рассматривая основы аксиологической концепции личностного развития студентов, мы выделили важнейшую составляющую этого процесса – воспитание учащихся рассматривать как процесс усвоения системы ценностей.

Задачей воспитания в духе общечеловеческих ценностей является формирование соответствующей направленности личности. Г.Г. Сергеичева определяет направленность личности как «взаимодействие доминирующих отношений к людям, обществу, коллективу, труду, самому себе» [4].

Основное положение ценностно-ориентированного образования касается педагогических технологий. Идея заключается в переходе от объяснения к пониманию, от монолога к диалогу, от социального контроля к развитию, от управления к самоуправлению. И здесь основная задача педагога – общение, взаимопонимание со студентами. Задачей воспитания в духе общечеловеческих ценностей является формирование соответствующей направленности личности. Иностранный язык – это не занятия в традиционной форме, его цели и методы совсем другие: в обучении на первом месте стоят, прежде всего, межкультурные задачи. В учебном процессе используются все возможности, все элементы,

которые доставляют детям радость, мотивируют к сотрудничеству и поощряют занятие. В процессе формирования у учащихся общечеловеческих ориентаций «исключительно важная роль принадлежит эмпирии - доверительной, искренней, доброжелательной атмосфере, задача создания которой должна стать первоочередной для преподавателя. Основные задачи обучения иностранному студентов заключается в дальнейшем развитии у них интереса к языкам как родному, так и иностранному, языковых способностей, навыков межличностного общения, умений самостоятельно решать элементарные коммуникативные задачи.

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GENERAL VALUES AND THE PROCESS OF TEACHING A FOREIGN LANGUAGE IN THE CONTEXT OF SCIENTIFIC DIALOGUE

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Abstract

The problem of human values was relevant throughout the history of progressive social and educational thought. Currently, its relevance due to the need to counter the growth of all kinds of negative trends in modern society, orienteering accents education to meet the interests and needs of the individual, creating favorable conditions for the development of value orientations of students.

Keywords: modern society, the method of forming, the process of modernization, the foreign language education, educational process, educational technology, methodical analysis.

DESIGNING A COURSE IN WRITING FOR PUBLICATION FOR GRADUATE STUDENTS

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Abstract

The paper presents the findings of the action research into designing and implementing a course in writing for publication for graduate students. The purpose of the research was to measure the effectiveness of the technology tool, Academic Discourse Organizer (ADO), designed at Tambov State Technical University. The contents of the course, as well as its structure are described. The study confirmed the hypothesis that combining a traditional course book with interactive online simulator is beneficial for learners and helps them to acquire the necessary writing skills.

Keywords: academic writing; course design; technology tool; research paper; needs analysis.

Introduction

The demand for teaching writing for academic purposes, especially writing for publication is increasing. This causes universities in Russia to design courses for graduate and postgraduate students aimed at the development of skills in conducting research and describing its results in writing. In other words, the ability to present the findings of the research work in the format of a research paper is becoming a new requirement for graduate and postgraduate students.

This new popular trend has brought about the need to come up with a course for graduate and postgraduate students to be delivered as part of their foreign language training. The course was designed and piloted at Tambov State Technical University in the 2018-2019 academic year. The course was supplemented by a technology tool Academic Discourse Organizer (ADO) developed by a team of researchers at the abovementioned university. The ADO is an interactive website, which facilitates writing by implementing a guided approach and navigating the "author" through the sections of the paper. It has three main tabs - *My Archive, My Library,* and *My Projects*. Each of these tabs has its own designated purpose. For example, the author's articles already written on this site are stored in *My Archive*, while the article that the author is currently working on is stored in *My Project*. The functionality of this technology tool was described in detail in [1].

In this paper, we will briefly discuss the content of the course for graduate and postgraduate students and focus on its unique features.

The course scope and aims

Prior to designing the course and working out its content, we conducted the needs analysis to find out the learners' expectations and to identify the learner profile. A questionnaire (Fig.1) was given to 20 postgraduate and 20 graduate students.

The needs analysis was performed in the form of an anonymous questionnaire given to the students before the course commenced as the most suitable approach to identify students' expectations from the course. It is noteworthy that the purpose of this

questionnaire was to help to determine what elements to include in the course and select the appropriate content.

1 Personal details (optional)	
Gender	
Age	
2 Number of years learning English	
3 Your current level of English	

4 Do you have any experience of writing a research paper
   - in your mother tongue?
   - in English?	

5 Are you familiar with IMRAD format?	

6 Do you ever use technology for educational purposes? If yes, how often?
   • every day
   • 2-3 times a day
   • occasionally
   • hardly ever	

7 What do you expect to learn in the course?	

Figure 1 – Needs analysis questionnaire

According to the results of the survey, the ratio of male and female students was 4 to 1, the average age was 23. The level of the English language proficiency ranged from low-intermediate to upper-intermediate. Almost no one (5%) had previous experience of writing a research paper in their mother tongue and none had such experience in English. Very few students were familiar with the IMRAD format (7%); almost all of them used technology for educational purposes quite regularly. This was not surprising as our average learner belongs to the iGeneration (post-millenials or gen z). They are good at computers and technology as they have grown up with it. They use smartphones, computers and other digital devices for almost everything, from socializing to buying things online [2].

The expectations from the course were not clearly formulated. Most of the students put it quite simply: *I would like to learn how to write a research paper in English*, or *I would like to improve my writing skills for academic purposes*.

In order to have to be familiar with the academic writing conventions and use them appropriately, we formulated the learning outcomes for our students (Fig. 2).

Researcher skills	**Writer's skills**
➢ understand the procedure of a research experiment and how to describe it; ➢ develop the skills of critical understanding of the findings obtained and be able to draw relevant conclusions; ➢ be familiar with various formats to present and visualize experimental data;	➢ get the idea about the structure of a research paper; ➢ be familiar with the requirements for publications in international journals; ➢ be able to organize the step-by-step work on the text of the paper; ➢ know how to deal with scientific literature for research purposes; ➢ be able to edit the text of the paper.

Figure 2 – Learning outcomes by skills developed in the course

It is noteworthy that acquisition of the researcher and the author's skills requires sufficient effort, meaningful input and drilling. Therefore, the decision was made to select the content and design assignments basing on the skill-oriented principle.

The content of the course

The choice of teaching materials has always been a crucial factor for successful implementation of any foreign language course. This one was not limited to textbook materials and complemented with the technology tool, the primary goal of which was to achieve the learning outcomes. As stated by McIntyre, "[d]on't simply use technology as an 'add-on' to the class. There must be a logical reason and purpose for the inclusion of any [technological] tools [into our courses]." [3, p. 4].

Bearing this in mind, we proposed the following topics as the framework for the course (Fig.3):

Contents
1. *Introduction: How to … ?*
2. *Research article anatomy*
3. *Research journals requirements*
4. *Article review writing*
5. *Literature review writing*
6. *Experiment description*
7. *Data presentation*
8. *Discussion of findings*
9. *Article production*
10. *Editing your article*
Language bank

Figure 3 – Course content

As can be seen from Fig.3, the choice of the topics fully meets the students' needs and covers the main areas of writing for publication purposes.

The course book contains a range of activities and assignments that help learners to develop critical thinking skills, abilities to analyze and process data, search for answers and draw conclusions. Some of the assignments are given below (Figs 4-5).

Work in pairs. Discuss the following questions and share your ideas with the group.
a) How can the computer help scientists to produce research article?

b) What do you know about the structure of a research article?

c) Which high-rating research journals are familiar to you?

Figure 4 – A brainstorming exercise to develop critical thinking skills

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Use the site ScienceDirect to find a peer-reviewed journal suitable for your article.
https://www.sciencedirect.com/ **Make up a short list of 3-5 journals in your area of studies.**
a)

b)

c)

Figure 5 – An activity to teach to collect data and develop analytical thinking

The appropriateness of the selected materials, assignments and activities was evaluated by the students.

Students' feedback

To evaluate the effectiveness of the course we conducted a student survey in the form of a short questionnaire to get their feedback on the content and structure of the course, and to receive their recommendations on possible improvements. Overall, students responded positively to the course and showed satisfaction with the progress they've made and the course content.

Writing in English still remained an issue with the students whose level of English ranged from lower-intermediate to intermediate. The majority of students mentioned that found it challenging to edit their articles, write a conclusion or prepare a literature review. Yet, quite a few students demonstrated good knowledge of international journal requirements that they analyzed during the academic year of our action research.

Conclusion

We discussed the key issues relevant to designing the course for graduate and postgraduate students at Tambov State Technical University. The course design started from analyzing learners' particular needs and expectations. Based on the learners' needs and their future language use, the learning outcomes were formulated. The content was selected and the evaluation of the course was made to measure its effectiveness, the appropriateness of the materials selected and the necessity of changes to the structure, content and methodology of instruction in the future.

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РАЗРАБОТКА КУРСА ДЛЯ МАГИСТРАНТОВ И АСПИРАНТОВ ПО НАПИСАНИЮ НАУЧНОЙ СТАТЬИ

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Аннотация

В статье представлены результаты исследования по разработке и реализации курса по обучению письменному научному дискурсу. Цель заключалась в оценке эффективности использования интерактивного ресурса, Academic Discourse Organizer (ADO), разработанного в Тамбовском государственном техническом университете. Дано описание содержания курса и его структура. Подтверждена гипотеза о том, что сочетание традиционного учебника с интерактивным онлайн инструментом способствует формированию необходимых навыков письменной речи у студентов магистратуры и аспирантуры.

Ключевые слова: академическое письмо; разработка курса; научно-исследовательская статья; анализ потребностей.

INTENSIFICATION OF TEACHING ENGLISH IN TECHNICAL UNIVERSITY THROUGH AUTHENTIC SONGS

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Abstract

Currently, the education process in technical universities is aimed at reaching high overall language proficiency by students by the time of their graduation. With a continuing lack of study hours, the learning process should be organized as efficiently as possible. In order to intensify the process of English learning it is proposed to focus on simultaneous developing of vocabulary, gramma listening and speech skills. Suggested exercises are based on materials of a social or personal significance. In particular, authentic English-language songs are used as material for improving listening, vocabulary and grammatical skills. Choosing right educational materials provides additional motivation to learn a foreign language, as well as socio-cultural development and moral education of students of technical universities. It is also suggested to incorporate gamification and small group projects to achieve better results in teaching English.

Keywords*: authentic songs, communication, gamification, motivation, teaching English.*

Introduction

In recent years, due to globalization and intercultural integration processes a general approach to the teaching a foreign language in technical universities has changed [13]. It happened mostly after the signing of the Bologna Convention by Russia and the adoption of the competence approach [1].

Currently, the education process in technical universities is aimed reaching high overall language proficiency by students by the time of graduation. For example, graduates of technical universities must, upon completion of their studies, be able to successfully carry out both written and oral scientific communication. Oral scientific communication refers to the ability to make a report and answer questions, give a lecture, discuss a scientific problem with a foreign-language colleague, etc. Thus, it is necessary to have good listening skills in both monologue and dialogical speech.

It is possible to claim that even now there is not enough attention paid to listening in the framework of programs of teaching a foreign language for students in technical universities [13]. This is largely due to the limited number of study hours devoted to learning a foreign language and the persistent conviction that first of all graduates of technical universities need to be able to read and understand foreign-language scientific publications.

In this regard, 1) it is necessary to develop an approach allowing a simultaneous training of listening skills and developing lexical, grammatical and other speech skills.

Another significant problem is the lack of internal motivation in students to learn a foreign language. Many future technical specialists consider a foreign language as a humanitarian subject, requiring a certain mindset and difficult for those good in math and science. Others believe that mastering a foreign language in the future will not be useful

for them. The third find it simply boring to perform similar exercises to train a particular grammatical rule or retelling yet another technical text.

Therefore, 2) exercise materials should possess a socially- or personally-significant nature and their content should be relevant for students on any language, both native and foreign.

In addition, 3) the form of exercises itself should be interesting. It is suggested to incorporate gamification [2] and small group projects to achieve better results in teaching English [8].

Student's English language proficiency level and requirements

A foreign language in a technical university is not a major subject and only a small number of hours are allocated for its study (an average of 2 academic hours per week) [13]. Also, for many specialties, the study of English often occurs only in the first two years of baccalaureate and the first year of magistracy. In practice, the level of English language proficiency of technical university students on average often corresponds to A2-B1 by Common European Framework of Reference (CEFR) [1].

Thus, entering higher education, most students can generally follow the main points of the discussion, provided that everything is pronounced clearly and in a literary language, that is, for example, when the teacher has a conversation with stronger students whose language level is closer to B2.

Following audio texts could be appropriate for technical universities students with a level of proficiency in a foreign language A2 [7, 14]:

• educational or social communication;

• dialogic and monologue audio-texts, mostly authentic, but with a sufficiently clear pronunciation and good quality of the recording (without noise, extraneous sounds, etc.);

• personally- or socially-oriented, i.e. containing a problem of interest to students;

• the text should contain not very long (about 10-12 words) and grammatically uncomplicated sentences and its length should be no longer than 3 minutes;

• the text may contain no more than 4-5% of unfamiliar words [14].

For guided listening on A2-B1 level it is necessary to present audio-texts with various performers (gender, age, tempo, timbre and pause), however, the overall sound quality should remain sufficiently clear and precise with correct articulation.

Authentic English songs as a material for improving listening comprehension

A standard approach to teaching a foreign language in technical universities is considered to be the use of materials on professional topics – a popular science texts, a recording of subject lectures, etc. [6, 11]. However, studies of the motivational component show a pronounced interest of students from non-linguistic and non-musical/artistic higher educational institutions to the musical and visual arts of the peoples of the countries of the language being studied [10].

Authentic English songs convey a social experience and characteristics of a particular community reflect sociocultural features [4]. This makes their use effective in developing cognitive competence and ability to participate in intercultural communication, as well as in increasing motivation to learn a foreign language. In addition, music influences the emotional and intellectual growth of a person and stimulates the cognitive activity [4,5]. If properly selected, the content of the song will contribute to the moral education of students. It is also necessary to take into account the

potential of authentic song material in the formation of probabilistic prediction and language guess, as well as in expanding the vocabulary of students [9,12]. Thus, it seems appropriate to use authentic song material in listening activities when working with students of technical universities. Note, that the songs (text, content, performer, arrangement) should be selected in accordance with the above requirements to ensure the effectiveness of listening (see Table 1).

Table 1. Proposed song list

song name	singer/music band	year of release	feature	moral education
My way	Frank Sinatra	1968	historical context – «Sinatra's doctrine»	Your way of dealing with problems and people.
Call me irresponsible	Frank Sinatra	1962	word formation	What are important features in people for you?
Locked away	Adam Levine/R.City	2015	second conditional	Marriage vows.
Viva la Vida	Chris Martin/ Coldplay	2008	historical context – French revolution	What to do in situation when you lost everything?
Santa Claus is coming to town	Frank Sinatra (short version)	1934 (original version)	Christmas vocabulary, historical context – Christmas in old days	Compare Christmas holiday in your childhood and now.
Its my life	Bon Jovi	2000	reference to Sinatra's song «My way»	How do you see your life – an adventure, a fight, a theatre etc.?
What a wonderful world	Louis Armstrong	1967	historical context – Vietnam war	Life around us is a gift, which should be treasured!
So this is Christmas (War is over)	John Lennon	1971	historical context – Vietnam war	Life around us is a gift, which should be treasured!
Photograph	Ed Sheeran	2014	modal verbs, first conditional	Importance of keeping memories.
Stressed out	Tyler Joseph/ Twenty one pilots	2015	subjunctive mood «I wish»	Difficulties of being grownup.

Exercise types

There are examples of <u>phonetic exercises:</u> 1) during listening, students can count the number of interrogative utterances in an audio-text; 2) after listening, they can match rhyming words to the key/new words from the text [14].

There is a good <u>lexical exercise</u> to help memorizing a new vocabulary – ask students to make a true statement (or short story) about themselves using new words [3]. It is desirable to introduce most of the new vocabulary before listening and discuss in depth all the polysemic words. Then, while listening, students will have to determine exactly which meaning of the word is used in the text. Also, while listening, they can look for words in audio-text that are synonymous with the words in the suggested list.

As a <u>grammar exercise,</u> while listening, students can determine a grammar tense in which the narration is conducted or count the number of conditional utterances (depending on the grammatical features of the text).

In order to develop a <u>speech hearing</u>, students should listen to audio-text with a visual support (printed text, illustrations, and video) and do exercises like:

•   insert the missing word into the printed text (the exact word heard when listening)

•   select the same the phrases from the proposed list that were found in the audio-text.

The following exercises can be used to develop the <u>probabilistic prediction</u>:

•   insert the missing word into the printed text (guess by context, without listening);

•   complete the unfinished phrase by adding the missing part at the beginning, middle or end of the sentence (exercise in the logical development of the plan).

Exercise forms

It is important to choose interesting forms for exercises. It recent years incorporation of gamification and interactive methods in teaching a foreign language are proved to be effective [2,8]. Gamification means addition of game elements (roles, unpredictability, points, rewards, context or story) to learning process.

The main advantages of using gamification in teaching a foreign language are as follows:

•   an increase in students involvement due to the influence of positive emotions, creativity and competition;

•   the ability of the game to fully capture the player's attention for a long time leads to unconscious involvement of students in the educational process (involuntary attention);

•   unawareness of inclusion in the educational process leads to a natural substitution of external motivation for learning to internal, which makes the learning more effective;

•   the edges of the educational process are erased, which leads to a decrease in the fear of making a mistake.

Interactive methods are meant to facilitate interaction not only between each student and teacher, but most important between students themselves. Mutual communication between students in small groups and collective solution of some educational problem, especially in a game form (role play, quests, brainstorm, guessing game, associations, reenactment), help them efficiently learn a foreign language. It is also important to choose the tasks like those with personal involvement and opinion/ideas/life views sharing in order to facilitate additional motivation in students.

Conclusion

In this work, the ways to intensify the process of teaching English in technical universities are discussed. General motivation issues are also considered. It is found reasonable to use authentic English song material in classes to develop listening skills.

With proper selection, authentic songs have all the necessary characteristics of educational audio-text. In addition, authentic English-language songs reflect the cultural characteristics of the past and present of countries of the language being studied. Thus, songs' content and vocabulary make it possible to talk about their potential for moral education and the development of sociocultural competence. The work examines types of listening exercises, and suggests using game-based and interactive forms of exercises. All this factors are thought to improve overall attendance and motivation, and result in more effective learning, lasting active vocabulary, critical thinking and ability to work effectively in teams.

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ИНТЕНСИФИКАЦИЯ ОБУЧЕНИЯ АНГЛИЙСКОМУ ЯЗЫКУ В ТЕХНИЧЕСКОМ УНИВЕРСИТЕТЕ ЧЕРЕЗ АУТЕНТИЧНЫЕ ПЕСНИ

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Аннотация

В настоящее время учебный процесс в технических вузах направлен на достижение высокого общего уровня владения языком студентами к моменту их окончания. При сохраняющейся нехватке учебных часов учебный процесс должен быть организован максимально эффективно. Для интенсификации процесса обучения английскому языку предлагается сфокусироваться на одновременном развитии словарного запаса, грамматического аудирования и речевых навыков. Предлагаемые упражнения основаны на материалах социального или личного значения. В частности, в качестве материала для улучшения навыков слушания, лексики и грамматики используются аутентичные англоязычные песни. Соответствующий выбор учебных материалов обеспечивает дополнительную мотивацию к изучению иностранного языка, а также социально-культурное развитие и нравственное воспитание студентов технических вузов. Также предлагается включить геймификацию и групповые проекты для достижения лучших результатов в преподавании английского языка.

***Ключевые слова:** аутентичные песни, геймификация, мотивация, общение, преподавание английского языка.*

THE DEVELOPMENT OF HOME READING SKILLS IN THE SUMMER LANGUAGE SCHOOL

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Abstract

Communicating with people of all nationalities is the task that most of the universities and language schools are aimed at. However, this along with preparation to standard language exams leads to the problems in other spheres of language acquisition. Intensive summer language school may provide opportunities for teachers to develop reading skills which in general give more than just expansion of horizons. The article offers the number of real exercises that were used during summer language school based on the novel by modern American writer J. D. Salinger as well as the review of the main functions that home reading in English develops.

Keywords: language competences, reading skills, summer language school, teaching English, enhancing vocabulary.

Introduction

The modern world requires highly-developed speaking skills to be able to communicate with the interlocutor in a foreign language. This ability is also widely demonstrated at language exams, both international and the Russian State Exam. However, developing the skill of oral speech as the priority, teachers often practice all other skills as tools for improving speaking.

Thus, reading at the lessons loses its independence as an aspect and becomes an attribute of oral speech, and reading texts — only an additional material for the development of speaking skills.

Most often, the given text is read aloud, translated or retold. The question-answer form is also used as a reading task. But the very reading is not taught, home reading as an aspect is not envisaged by the curriculum of the "Foreign Language Course".

Neglecting this aspect leads to ignoring the following essential functions of reading:

Culturological: when reading a literary text, the students are introduced to the world of literature, which helps to expand their horizons.

Developmental: it forms the critical and creative thinking of the student, an independent attitude to the world.

Teaching: this function forms the skills of the so-called "intellectual and communicative reading", helps to relate the piece of literature content with the personal experience and teaches the ability to explain the understanding of the problems raised in the text.

Another side of teaching is the practical appliance of the material that students read. Reading is one of the most important sources which provide new vocabulary in the spheres of future professional activities of students as well as the sphere of general use [1, 71]. Regular reading practice is the tool that helps students to appreciate their evolution in language acquisition.

Materials and methods

The format of the summer language school of the Russian Presidential Academy of National Economy and Public Administration allowed the teachers of the Foreign Languages Department to conduct home reading lessons for high school students. To make reading fun and at the same time to develop not only speaking, but also reading speech skills, the teachers created a set of tasks for Salinger's book "The Catcher in the Rye". In addition to reading the novel the classes included studying the entire background associated with the writer, the era, cinema and the language.

The programme of the language classes involved a thoughtful study of the text and content of the novel. The students analyzed the slang used in the text and paid attention to the variability of pronunciation as well. In addition, in the classroom discussions that were built around the main work and had a certain order, the students studied the writer's biography, some facts from the American history and poetry of that period. The films that the students watched in the evenings were also connected with the main novel, the film discussions enriched students' vocabulary and trained speaking [2, 92]. As soon as the students were of different age and some of them were 13-15 years old they didn't have skills of how to debate in any language. The set of tasks we used was aimed at developing all these skills.

Examples of the used tasks

Different tasks on "the Catcher in the Rye" after Salinger included:

1. Vocabulary work: analysis of the lexical and grammatical difficulties of the text, activation of the new lexical material

2. Comprehension:

a / control of the understanding of the information given in the text (control content).

b / control of the understanding of important text details (analysis and evaluation).

c / analysis of literary style features of the text.

3. Discussion: creative discussion of the content.

4. Writing: various pieces of writing

It is important to stress that speaking assignments on the given text should be organized in the form of a consistent series of tasks aimed at a gradual transition from prepared speech to unprepared one.

Tasks samples:

1. Vocabulary work

(Analysis of the lexical and grammatical difficulties of the text, activation of the new lexical material).

Chapter 3

Task: Write down adjectives, describing Holden, Stradlater and Ackley.

Chapter 10

Task: Write down the words and word-combinations characterizing Phoebe, Jane and girls from the Lavender Room.

2. Comprehension.

(a/ control of the understanding of the information given in the text (control content).

Chapter 1

Task: Look through the chapter and say whether these statements are true or false

- Holden was the first pupil in the class.
- Holden was fond of movies.
- His brother was in Hollywood.
- Holden was a football fan.
- Holden's fencing team won in New York.
- Holden was expelled from school.

Chapter 3

Task: Answer the questions:

- Why did Holden call himself the most terrific liar?
- What books was Holden fond of? What is his definition of a really good book?
- What did Holden buy in New York after losing the foils?
- Who was Holden's roommate?

1. Comprehension

(b/ control of the understanding of important text details (analysis and evaluation)

Chapter 1

Task: Claster

Find the description of the weather and nature in the chapter. Does it help to understand the narrator's mood? In what way? What else helps you to feel the atmosphere of the story?

Task: Look through the text again and collect info about:

His brother, the school he studies, the headmaster's daughter, Spencer.

2. Comprehension.

(c/ analysis of literary style features of the text).

Chapter 1

Task: Twice in this chapter the narrator tells us he stands next to a "crazy cannon" while watching a football game. How might this prove to be important? What does this say about the narrator?

Chapter 2

Task: Holden often uses the term "phony" to describe people and their actions. What does it mean?

Chapter 8

Task: Collect some info regarding Holden's speech:

What elements are distinctive about Holden's voice?

What words does he like to use?

2. Discussion

(Creative discussion of the content).

Chapter 2

Task: Express your opinion on the following:

"Life being a game. And how you should play it according to the rules".

"You don't have to think too hard when you talk to a teacher".

"But it was just that we were too much on opposite sides of the pole, that's all."

"I'm just going through a phase now".

Task:

Compare the two schools Holden had studied at: Elkton Hills and Pencey Prep.

Task: pair work.

Draw a diagram of Holden's meeting with Mr. Spencer.

Chapter 6
Task: pair work.
Draw a pyramid, describing Holden's feelings.
Chapter 8
Task: Holden's lies

Lie	Reason

Task: pair work.
Discuss the following:
Who do we lie to? Why do we lie? Is lying ever the right thing to do?
4. Writing.
(Various pieces of writing).
Chapter 4
Task: Write a description of a special object in Holden's manner.

Conclusion
The programme of this summer language school was aimed at expanding the general culture of students, practicing English every day, excluding talks in Russian, but the main task was the development of reading skills and getting children to learn debating. The proposed set of tasks proved to successfully solve the problems. At the end of the school students passed the test and the oral discussion to the examiners and all the students showed the deep understanding of the piece of fiction. All in all, reading lessons should be included in the curriculum of "Foreign Language Course" of schools and universities. The programme may be organized around every novel and in any language while probably the modern authors are more preferable because of the language changes.

Thus, home reading in English allows:
* develop different types of reading in complex;
* teach to find the necessary information in the text and process it so that it is adequately understood and firmly assimilated;
* form the basic technologies of working with texts;
* develop logical thinking;
* teach to improve individual knowledge of the English language.

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РАЗВИТИЕ НАВЫКОВ ДОМАШНЕГО ЧТЕНИЯ В ЛЕТНЕЙ ЯЗЫКОВОЙ ШКОЛЕ

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Аннотация

Общение с людьми всех национальностей — задача, на которую ориентированы большинство университетов и языковых школ. Однако наряду с подготовкой к стандартным языковым экзаменам такая узкая направленность приводит к проблемам в других сферах овладения языком. Интенсивная летняя языковая школа может предоставить учителям возможность развить навыки чтения обучающихся, которые дают больше, чем просто расширение кругозора. В статье предлагается ряд реальных упражнений по роману современного американского писателя Дж. Д. Сэлинджера, которые использовались во время летней языковой школы, а также обзор основных функций, которые развивает домашнее чтение на английском языке.

Ключевые слова: компетенции, летняя языковая школа, навыки чтения, обучение английскому, словарный запас.

КОГНИТИВНЫЙ ПОДХОД К ПЕРЕВОДУ ИНОЯЗЫЧНЫХ ТЕКСТОВ НА РУССКИЙ ЯЗЫК

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Аннотация

В статье исследуются факторы, обусловливающие адекватную деятельность переводчика в межкультурном общении, в основе которых находится когнитивно-дискурсивный анализ исходного иноязычного текста. Авторами рассматривается использование когнитивных механизмов интерпретирующей функции языка, которая позволяет объяснить динамику речевого взаимодействия и обусловливает наиболее точную передачу смысла высказываемого, а также анализируются культурно-когнитивные факторы, способствующие решению проблем эрратологии перевода в межкультурном общении.

Ключевые слова: антропоцентризм, когнитивно-дискурсивный анализ, эрратология перевода, культурно-когнитивные факторы, интерпретирующая функция языка, теория речевого взаимодействия, межкультурное общение.

Теория перевода, как научная дисциплина, становление которой датируется началом 50-годов, базировалась, как правило, на типологических особенностях языков (иностранного и родного). Сопоставительный метод, основы которого были заложены и разработаны в работах Е.Д. Поливанова, Л.В. Щербы, Ш. Балли, применялся, в основном, для выявления различий в сопоставляемых языках и в силу этого явился основой контрастивной лингвистики. С помощью данного метода были успешно установлены идентичность и расхождения во многих языках на всех уровнях языковой иерархии. Однако по прошествии времени стало ясно, что процесс переводческой эквивалентности зависит от большого числа объективных и субъективных факторов, определяющих этот процесс и находящихся в постоянном взаимодействии. Факторы, обусловливающие переводческую эквивалентность соотносятся с коммуникативными компетенциями коммуникантов и опираются на систему знаний, концептосферы, включающей разнообразный социальный и языковой опыт и данную коммуникативную ситуацию [1,с. 82-83]. Проблемы эрратологии перевода, адекватной передачи смысла высказываемого нельзя решить без привлечения к анализу ментальных и языковых особенностей носителей языка, места и времени продуцирования речевых образований, хронотопа, понятие которого было введено М.М. Бахтиным, и прочих условий протекания речевого акта, т.е. всех характеристик фреймовой структуры монологического или диалогического дискурса.

Такой комплексный анализ стал возможным с развитием идей когнитивной лингвистики, признанием когнитивной сущности языка (см. работы Н.Н. Болдырева, В.З. Демьянкова, В.И. Заботкиной, О.К. Ирисхановой, В.В. Красных, Е.С. Кубряковой, Дж. Лакоффа, Р. Лэнекера, Л. Талми, Ч. Филлмора и др.). В своих исследованиях лингвисты-когнитологи исходят, в первую очередь, из

антропоцентрической природы языка. Антропоцентричность, как одна из главных характеристик языка, проявляется в его функциях: когнитивной, коммуникативной и интерпретирующей, объединяющей в себе все дополнительные функции, помимо когнитивной и коммуникативной. Именно интерпретирующая функция языка позволяет объяснить динамику речевого взаимодействия, изменение индивидуальной картины мира каждого из коммуникантов, его знаний, представлений, мнений, эмотивного состояния на каждом этапе общения. Понятие антропоцентризма предполагает, что «человек не воспроизводит в готовом виде языковые значения и формы, <…> а формирует смыслы и выбирает средства их реализации заново в каждом конкретном акте речевого общения» [2, с. 5]. Приведенное высказывание очень важно для процесса понимания и верной передачи смысла высказывания в рамках межкультурной коммуникации. В силу национальных и культурологических особенностей окружающий нас мир структурируется и категоризуется в сознании представителей разных национальностей по-разному. Воспринимая чужую речь, адресат интерпретирует ее, используя как коллективные знания, накопленные человечеством, так и индивидуальные знания. Поэтому при переводе иноязычного текста очень важны познания переводчика, тот когнитивный багаж коллективных и индивидуальных знаний, которые он успел накопить.

Применяя определенные когнитивные механизмы, человек определяет концептуальную сущность, номинированную в тексте, и интерпретирует смысл высказываемого. И только после данной процедуры отыскивает соответствующие языковые средства, способные передать тот же смысл в родном языке на разных языковых уровнях. При этом должны быть соблюдены критерии стиля, тональности, уместности.

Настоящее сообщение посвящено одному из методов перевода технических текстов, связанному с полимодальностью. Применение новых инновационных методов обусловлено рядом особенностей такого перевода, как перевод технического текста, характеризующегося наличием большого количества терминов и аббревиатур. Переводчик, помимо знания технической терминологии, должен ориентироваться в технике, в его картине мира должны содержаться сведения об общих тенденциях её развития и о конкретной технической сфере, к которой относится переводимый текст. Основной задачей технического перевода является крайне точное доведение до читателя сообщаемых данных. Это достижимо путём использования недвусмысленных терминов, наилучшим образом отражающих суть оригинала. Неоценимую помощь в этом могут оказать графические средства, изображения, иллюстрации, что в современном языкознании называют явлением полимодальности. Термин «полимодальность» используется в современном языкознании в широкой семиотической трактовке как способность разнородных знаков взаимодействовать в вербальной коммуникации как на когнитивном, так и на формально-структурном уровнях, и влиять на семиотические свойства друг друга, порождая новые смыслы в тексте.

Языки – не столько способы различного названия одних и тех же вещей, сколько разные способы восприятия мира. Например, при наблюдении одной и той же зрительной сцены, носители различных языков: немецкого и английского, склонны иначе описывать и дробить эту сцену на этапы, выделяя различные её аспекты как наиболее существенные. Англичане выполняют эту задачу быстрее и дробят сцену на мелкие детали, тем временем, как немцы тратят на это больше

времени, делят сюжет на бóльшие части и при пересказе содержания исходят из результата сюжета. Таким образом, выделение и изображение одного и того же объекта или процесса глубоко культурно специфично. В качестве примера неоднозначности восприятия графической части можно рассмотреть рекламный баннер компании Coca-Cola, который был создан для рекламы в Саудовской Аравии.

Идея, которую хотели передать при помощи данного баннера рекламные агенты, довольно проста: уставший, человек пьёт Coca-Cola, ощущает прилив сил и отправляется в путь. Однако при переводе не было учтено то существенное обстоятельство, что в Саудовской Аравии государственным языком является арабский язык, направление письма в котором – справа налево в отличие от большинства европейских языков. В результате в рекламный плакат был заложен смысл, диаметрально противоположный тому, который изначально задумывался.

Следует также отметить, что основная масса ошибок при переводе происходит по двум причинам: структурного и содержательного несоответствия в картине миракоммуникантов.

В первом случае у переводчика может отсутствовать знание (концептуальное понятие), содержащееся в тексте – оригинале. Так, например, в витрине одного из магазинов Таджикистана игрушка пони сопровождается этикеткой «ишак – матрос», что свидетельствует об отсутствии данного концепта в картине мира продавца.

Во втором случае – случае содержательного несоответствия, переводчик может неверно интерпретировать написанное автором в связи с тем, что текст относится к иному временному пласту, другой культуре или специфической среде. Приведем пример использования слова «Mutter» в техническом контексте: «*NietmutternzugdornmitMutterM4 fürProfi-Nietzange, passendfürBGS 405 (Art. 405-M4)*». В результате запроса поисковая система выдаёт, среди прочего, несколько изображений с гайками и битами для гаечных ключей, что и соответствует смыслу, заданному в исходном тексте.

Приведем еще один пример.

«*Als Weiterentwicklung der spanischen Reiter kann der Tschechenigel angesehen werden, der im 20. Jahrhundert als Panzersperre entwickelt wurde*»

Предположим, необходимоперевеститермин «SpanischeReiter», которыйдословнопереводится, как «испанскиевсадники». Вот изображения, выданные поисковой системой по этому запросу:

Среди ожидаемых изображений с всадниками в глаза бросаются также картинки с противопехотными заграждениями, что и соответствует контексту исходного текста. Стоит упомянуть, что именно с этим термином были сопряжены некоторые сложности перевода во время Великой Отечественной войны.

Пример3.

В рассказе Л. Франка «Der Menschistgut» в тексте присутствует предложение: «*Das bekam alles: ein Kinderzimmer, sterilisierte Kindermilch, einenfedernden Kinderwagen, einenweißlackierten Stall, Hampelmänner*». Применение способа поиска перевода при помощи изображений по запросу «Feder» дает изображение с результатами поиска:

Среди прочих картинок высок процент изображений с изображениями пружин, благодаря чему возможно понимание того, что речь идёт о пружинах. Однако из контекста ясно, что детская коляска, упомянутая в тексте, скорее не «подпружиненная», а «подрессоренная». Так, поняв содержательный концепт текста, можно подобрать более точный перевод.

Пример4.

Втекстерасск999за Leonard Frank «Der Mensch ist gut» присутствуетпредложение: «*Später ein Spazierstöckchen, einen Matrosenanzug mit einer Mütze, auf der stand „S. M. S. Hohenzollern", einen rindsledernen Bücherranzen, eine Rechenmaschine mit roten und weißen Kugeln, einen polierten Griffelkasten*»

Адекватный, соответствующий контексту перевод слова «Griffelkasten» в словарях отсутствует. Поиск перевода при помощи изображений по запросу «Griffelkasten» дает следующие результаты:
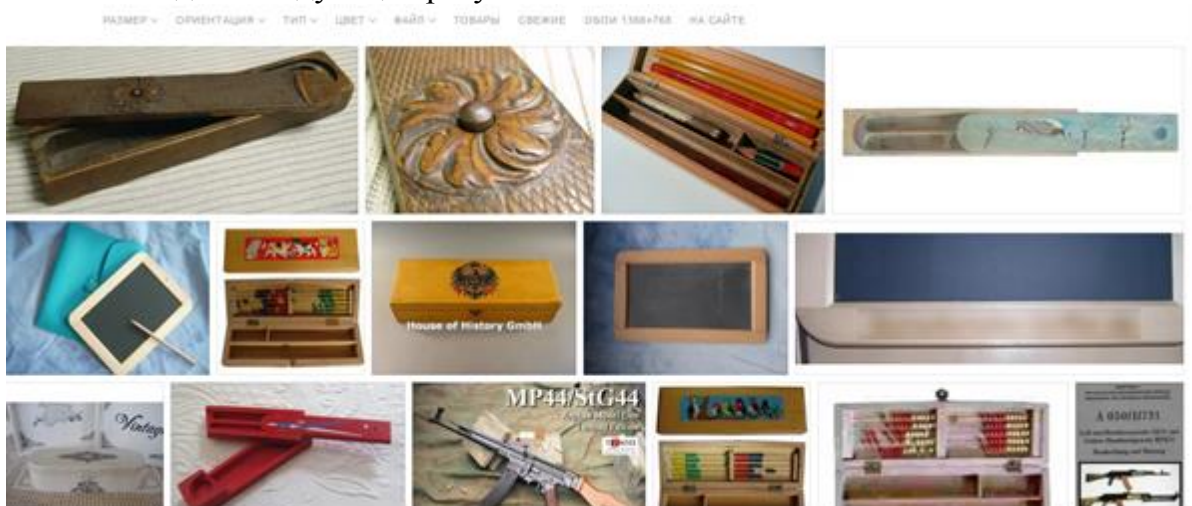
На девяти из пятнадцати картинок изображены пеналы для канцелярских принадлежностей. В современном немецком языке для обозначения концепта ПЕНАЛ обычно используется слово «dasPenal».

Таким образом, одним из эффективных методов перевода технических текстов с немецкого языка на русский, способом избежать эрратологию перевода является метод поиска картинок с использованием цифровых технологий, иначе говоря, метод полимодальности.В тесном взаимодействии с культурно-когнитивными факторами работают и ситуационные факторы, которые включают умение использовать языковые средства на основе определенных представлений. Культурно-когнитивные факторы учитывают пресуппозитивные, энциклопедические и фоновые знания переводчика и представление переводчика о соответствующих знаниях других участников коммуникативного акта как представителей соответствующих культур, знания переводчика о нормах речевого и неречевого поведения, включая текстовые конвенции и их соотношение с концептуальными системами в двух культурах.

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COGNITIVE APPROACH TO TRANSLATION OF FOREIGN LANGUAGE TEXTS INTO RUSSIAN

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Abstract

The article deals with the factors contributing to adequate the activity of a translator in intercultural communication, based on cognitive-discursive analysis of the original foreign-language text. The authors consider the using of cognitive mechanisms of interpretative function of language that it allows to explain the dynamics of verbal interaction and leads to the most accurate reproduction of the meaning expressed, and the cultural-cognitive factors that contribute to the solution of problems of narratology translation in intercultural communication are analyzed.

Keywords: anthropocentricity, cognitive-discursive analysis, erratology of translation, cultural-cognitive factors, interpretative function of language, theory of communication, intercultural communication.

THE APPEARANCE OF PERSONAL BRANDING AS A SUBJECT IN HIGHER EDUCATION

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Abstract

In our study, we examine the relationship and interaction between personal branding and education, including higher education. So far, personal branding has not been a subject of the utmost importance within the framework of education. However though, the results of our survey demonstrate that if personal branding as a subject is included in the syllabus of higher education, it may support the chances of jobseekers and new entrants on the labour market, facilitating their successful employment. Thus we can get a clear picture of the necessity for including personal branding in the processes of education, which is facing new challenges.

Keywords: higher education, personal brand, human resources, marketing

Introduction

The 21st century educational methods are becoming more and more practice-oriented, highlighting the significance of providing the students with up-to-date knowledge. The everyday use of online communication tools places great emphasis on the change of education towards this direction, which results in new subjects and supplementary courses. In addition to these processes, generational changes also progress.

One of the current topics is personal branding, as most people (and not only young people from today's generation) exactly know that they need personal branding and self-marketing.

The education of personal branding may become a complex process, which may also involve a number of other subjects. During the process of personal branding, the application of effective communication and problem-solving skills must also come to the fore, together with abilities such as empathy and flexibility. However career planning and basic guidance are also essential besides self-awareness. With the help of a personal brand, job search techniques can be used effectively if students are provided with ready-to-use, proactive and up-to-date methods and knowledge. It should also be remembered that the aims of personal branding also include utilitarian aspects such as higher salary, growing reputation and faster promotion.

It is also a tool of self-expression if someone does not engage in branding in order to achieve direct financial benefits, but to raise awareness and create a positive image among a specific audience.

What is a personal brand?

The first industries where the spread of personal branding was realised were the ones where personal branding paid off to the greatest extent, for example the film industry, fashion, music and professional sports. People engaged in these fields usually build strong personal brands. When we mention strong brands, we often think of stars, that is, people with a particularly strong position whose outstanding performance is

acknowledged by the environment, also rewarding them to an outstanding degree [Törőcsik, 2017]. Think of David Beckham as an example.

According to the laws of marketing, branding itself can be used virtually anywhere if consumers have branding opportunities. Examples that can be branded include physical products, services, businesses, geographical units, organisations and ideas [Papp-Váry, 2013]. Personal branding is not much different, as a book by Tom Peters, management consultant suggests. In his book *The Brand You 50*, Peters presents fifty ways an employee can transform himself/herself into a brand. He uses the term 'Brand You' referring to some kind of an independent entity providing a promise of a reliable, fresh, first class 'something' (Peters, 1999). We may see the expression as a synonym of brand you: 'Your brand is a promise kept.' [Purkiss - Royston-Lee, 2010]. Dan Schawbel already mentions the term 'personal branding'. His explanation defines the process of personal brand building: 'Personal branding describes the process by which individuals and entrepreneurs differentiate themselves and stand out from the crowd by identifying and articulating their unique value proposition, whether professional or personal, and then leverage it across platforms with a consistent message and image to achieve a specific goal. In this way, individuals can enhance their recognition as experts in their field, establish reputation and credibility, advance their careers, and build self-confidence [Schawbel, 2012].'

On the one hand, authors describe me-branding (or self-branding) as a process including the conscious and consistent communication of our professional and personal qualities and values, making them visible to others [László, 2015]. On the other hand, they define the term 'human brand', emphasising that 'formally, a human clearly corresponds with the criteria of a brand, because he/she is self-identical and can be separated or distinguished from other people [Törőcsik, 2017].

Through further analysis of the term we finally come to a definition of personal brand building. According a definition by Árpád Papp-Váry, this means the definition and demonstration of personal strengths, successes and values, increasing the awareness of one's influence on others and presenting one's own story. First of all, it requires persistent and consistent work and thoughtful construction, also involving some courage [Papp-Váry, 2009]. Outstanding examples of personal branding always highlight key competences such as communication, reliability and transparency. The stability and developability of the personality and self-awareness are essential for the conscious representation of the values distinguishing him/her from others. In addition, professional performance is also one of the key elements that serve as the basis for a personal brand. Strong brands are always developing – they always seek to improve and provide better quality.

The connection between personal brand and generations

The rapid spread of personal branding was significantly affected by generational change. The Z generation (people born after 1995) was socialised in this era. This generation thinks it is natural to make itself marketable through the same means (Nagy, 2014). For the Z generation, social media has become a natural part of life, and they experience their personality, relations and life through these channels. They have grown into a world where it is easier to understand everyday events with the help of the internet than using classic methods [Trunk, 2017].

In the case of the young generation, real-time textual and visual communication has become dominant [Törőcsik, 2017]. A variety of social platforms have been created including Facebook, Twitter, Instagram, Flickr, LinkedIn, etc. Attractive introduction and

self-representation have become a common practice on these platforms, because online presence is often realised visually – in those cases, photos tell our stories, not textual platforms. It has become fundamental to be interesting, stand out, get noticed, and generate impulses all the time. A virtual space of personality building was born. In this space, people can build themselves and even their personal brands according to their intelligence and needs.

The Z generation also arrives at workplaces with a new attitude. Their mindset does not focus on work, but tasks to solve. Annual performance reviews are replaced by ongoing evaluation, where instant feedback may be decisive. Their network of relationships basically exists in the digital space, therefore they are not proficient in personal conflict management techniques [Willin-Tóth, 2018].

The role and importance of personal branding in education

This new era and this new generation require a different kind of education, where new approaches and methods adapted to the members of the new generation are essential [Hajnal M; Czeglédi Cs; Fodor-Borsos E, 2019]. In the United States of America, specific online learning platforms such as LinkedIn Learning, edX, Udemy or Udacity have become increasingly popular. These all necessitate a new kind of education system. The younger generation prefers affordable alternative solutions to traditional means of education, and employers accept qualifications acquired this way as well. Self-directed learning is driving the need for new credentialing systems. More employers will be accepting different types of credentials as they seek to build diverse talent pools and expand their reach. Younger generations are starting to refuse traditional degrees due to the ever-increasing cost of tuition, which has increased by nine percent in a year in the case of four-year public school programmes. Some people avoid college altogether, pursuing free or low-cost online courses that provide enough education on important skills to get by. As companies continue to accept non-traditional credentials, students become able to avoid debt, and study at their own convenience without fear of unemployment [Schawbel, 2017].

Personal branding as a school subject was first introduced in Hungary by a private university, Budapest Metropolitan University. The training was launched for first-year (full-time and part-time) students at the Faculty of Business, Communication and Tourism in autumn 2018. The programme was aptly named MyBrand and provides a professional portfolio-based training. The aim of MyBrand is to ensure that the graduates of the university start their professional life and career on the labour market more confidently, in possession of a professional portfolio. This also means conscious and constant career planning for the students during their university years as they organise their professional experiences in a so-called professional portfolio, which they can take along after their graduation. As a result, they have an opportunity to build their own brand, and learn to present their competences in way that is the most attractive and relevant for potential employers. This gives them credibility, competitive advantage and tangible results. Therefore they successfully enter the labour market as new entrants, and their promotion, professional development and representation is facilitated after their years of work experience.

MyBrand enables the easier motivation and activisation of students, because the compilation of their portfolio requires more active participation, stronger work ethic, individual responsibility and closer cooperation with educators.

The introduction of MyBrand is not only an advantage for students, but it also allows the university to position itself as an innovative educational institution. It adds to

the prestige of the university as it increases the value of degrees received there, also providing awareness and credibility. In addition, it provides educators with new methodological knowledge as it requires a new Anglo-Saxon kind of teaching attitude, establishes partnership with students, and presupposes an open attitude. The teaching staff of the university can also employ these techniques and educational methods with great efficiency.

According to the plans of Budapest Metropolitan University, the subject will also be included in its international programmes from September 2019, encouraging even more students to apply for the university.

The subject matter and methodology of this research

We carried out an online research in order to map the situation of personal branding in higher education. The questionnaire survey took place in March 2018. We based our research on a Google Drive tool designed for this purpose, the Google Forms format. The link of the questionnaire was distributed online among Budapest Metropolitan University students. (At that time, the MyBrand programme had not started yet.) The size of the available sample that also served as the basis of further results was 158 persons (n =158). In connection with the survey methodology and the target group reached (Budapest Metropolitan University students), 87 percent of interviewees are less than 25 years old, and this means a count of 130 persons. As interviewees included part-time students, we presumed that this category would also include students over the age of 36, and 6 persons belonged to this age group. 43 persons from the sample are part-time students, which is 27 percent of the total number of respondents, while full-time students amount to 73 percent (115 persons).

Most respondents aware of the term 'personal branding' have heard about the expression during their studies: their number is 98 persons out of 120. This is followed by 66%, the ratio of people who met the term on the internet. 29 percent of respondents met personal brand at events and conferences. 20 percent of them stated that a well-known person was an example of a personal brand. 17 percent of the interviewees learned about the term in their circle of acquaintances, and 16 percent of them learned about it from the TV or the radio. Only 4 percent saw bad examples to avoid in connection with a well-known person. At the same time, only 1 percent wrote that they encountered this term at work. Also, only 1 percent marked the answer that a well-known person (or several well-known persons) provided good and bad examples of personal branding as well. (Fig. 1).
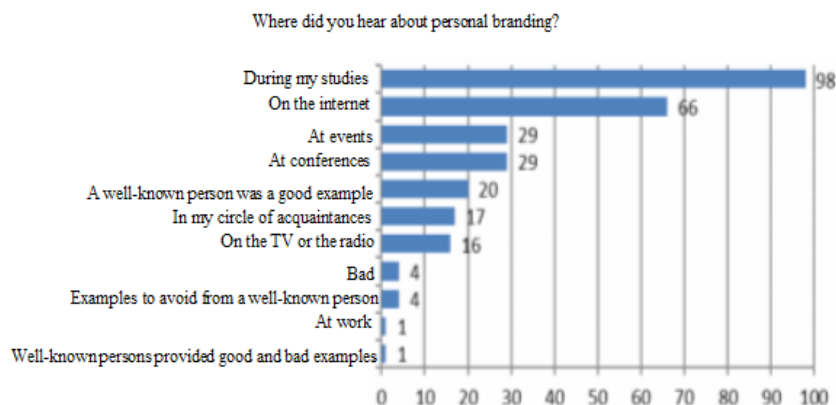

Figure 1 - Where did you hear about personal branding?
Source: The authors' own edit, 2018

The abovementioned study clearly shows that personal branding is a popular topic in higher education. Its presence is especially strong in higher education programmes with marketing subjects (or subjects discussing the topic).

Results

It was also concluded from the results of our research that more than 2/3 of interviewees (68 percent) would avail themselves of professional help in their personal branding. However, they consider personal branding to be important – respondents ranked career-related values, characteristics and definitions such as life and career goals, diligence, professional relations and job search as the top 5 items on the lists.

According to our respondents, personal brand has the greatest effect on the increasing of popularity, the establishment and development of professional and personal relations, and job search (from among the fields provided), while it has little effect on other non-professional fields (e.g. family, dating, completion of studies) (Table 1).

Descriptive Statistics **What do you think, how much does personal branding affect the fields below?** Please mark your answer on a scale of 1 to 5.									
	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
15. [Increasing popularity]	158	2,0	5,0	**4,525**	,7375	-1,487	,193	1,547	,384
15. [Building professional relationships]	158	2,0	5,0	**4,506**	,7026	-1,195	,193	,486	,384
15. [Job search]	158	1,0	5,0	**4,316**	,7494	-1,053	,193	1,566	,384
15. [Development of personal relationships]	158	2,0	5,0	**4,228**	,7729	-,587	,193	-,562	,384
15. [Job interviews]	158	1,0	5,0	4,158	,8853	-,986	,193	,902	,384
15. [Self-realisation]	158	1,0	5,0	4,152	,9182	-,757	,193	-,220	,384
15. [Promotion]	158	2,0	5,0	4,139	,8018	-,633	,193	-,170	,384
15. [Dating ladies or gentlemen]	158	1,0	5,0	3,962	1,0213	-,723	,193	-,282	,384
15. [Successful completion of studies]	158	1,0	5,0	3,108	1,1150	-,187	,193	-,503	,384
15. [Deepening family relations]	158	1,0	5,0	2,791	1,2469	,164	,193	-,857	,384

Table 1 - How personal branding affects the fields below
Source: The authors' own edit based on a questionnaire survey, 2018

Respondents were also asked about their needs in terms of assistance or services by professionals or consultants. 73 percent of them mentioned professional training, followed by professional support in verbal communication (64 percent) and self-confidence and self-awareness (64 percent). We think that it is a forward-looking and positive result that 59 percent of students would also require help in website creation. The creation and publishing of professional content is almost as important (the difference is only 3 percent), 56 percent of students would require support in this field. The creation of uniqueness is important for 46 percent, while 44-44 percent think that a revision of their social media profile or body language would be important. Clothing (which is associated with appearance) was only mentioned by 34 percent. The writing of their CV was only mentioned by 30 percent of them, which shows that respondents usually solve this by themselves, possibly with the help of the internet.
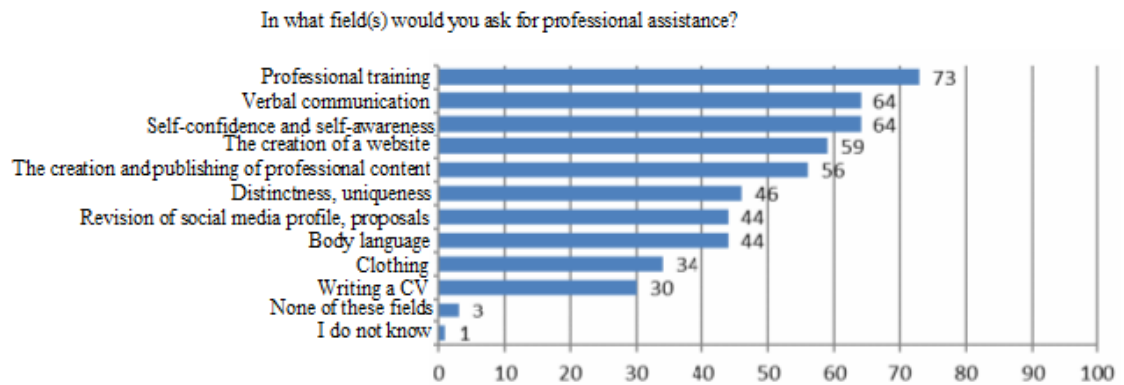
Figure 2 - In what field(s) would you ask for professional assistance?
Source: The authors' own edit based on a questionnaire survey

The results of the survey clearly show that there is considerable demand for professionals' services in order to make the personal brand more successful and better known.

Conclusions

The results of our survey justify the forecasts predicting that personal brand consulting may be one of the fastest growing fields of the next three decades (Schawbel, 2012). At the same time, it is clear that the need arises for human consulting services facilitating and supporting the development of a personal brand.

All around the world there is an increasing number of consulting and marketing companies providing assistance for job seekers to develop their personal brands and thus become 'marketable' in the labour market (Brooks – Anumudu, 2016).

Our study clearly demonstrates that the idea of personal branding is well-known among students of business higher education. It is also obvious that the field is important to them, therefore it may be useful to create distinct courses on personal branding in universities and other higher education institutions.

As we have pointed out, personal branding in this sense is actually about communicating the professional skills and personal qualities relevant to our professional life to as many important people (in terms of our career) as possible. Thus our personal brand becomes a tool to reach our professional goals, bringing us closer to the success to be achieved.

The example of Budapest Metropolitan University clearly shows that conscious personal branding may be taught and learned through programmes operating within the framework of higher education, for example MyBrand. Furthermore, the MyBrand portfolios of the students provide them with an opportunity that may define their future both professionally and personally.

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ПЕРСОНАЛЬНЫЙ БРЕНД В СИСТЕМЕ ВЫСШЕГО ОБРАЗОВАНИЯ

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Аннотация
Изучена взаимосвязь и взаимодействие между понятиями «персональный бренд» и «высшее образование». До сих пор персональный брендинг не был предметом первостепенной важности в рамках системы высшего образования. Тем не менее, результаты нашего опроса показывают, что изучение специфики персонального брендинга и его внедрение в программу высшего образования может увеличить шансы соискателей и новых участников на рынке труда. В статье обосновывается необходимость изучения особенностей построения персонального бренда в системе образования.

Ключевые слова: высшее образование; персональный бренд; человеческие ресурсы;   маркетинг.

ДИФФЕРЕНЦИРОВАННЫЙ ПОДХОД К ОБУЧЕНИЮ ИНОСТРАННОМУ ЯЗЫКУ В НЕЯЗЫКОВОМ ВУЗЕ

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Аннотация

Статья посвящена проблеме применения дифференцированного подхода к обучению иностранному языку в неязыковом ВУЗЕ. Подробно раскрываются трудности, с которыми можно столкнуться при обучении иностранному языку студентов неязыковых специальностей. Особое внимание уделяется решению проблемы обучения и основным преимуществам дифференцированного подхода в процессе оптимизации работы и повышения её эффективности.

Ключевые слова: *дифференцированный подход, обучение иностранному языку, работа в группах.*

Введение

Система высшего образования в России постепенно меняется, стремясь соответствовать потребностям современного общества. За последние десятилетия претерпела существенные изменения учебная программа высших учебных заведений – некоторые дисциплины полностью исчезли, некоторые были модифицированы, в то же время учебный план обогатился новыми курсами. При этом, дисциплина «Иностранный язык» не только сохранилась, но и приобрела сегодня значительную актуальность. Развитие международного сотрудничества в области науки, медицины, техники, промышленности, а также гуманитарные контакты открывают новые перспективы в различных сферах деятельности. Необходимость активно взаимодействовать, участвовать в переговорах и конференциях, знакомиться с научной литературой, представлять результаты своей работы требует высокого уровня владения иностранным языком даже от выпускников нелингвистических специальностей.

Материалы и методы

Целью преподавания дисциплины «Иностранный язык» в неязыковых ВУЗах является обучение иноязычной профессионально ориентированной коммуникации, то есть подготовка студентов к иноязычному общению в профессиональных, деловых, научных ситуациях [3, с. 72]. Достижение данной цели связано с реализацией преподавателем следующих задач: тщательный отбор языкового материала, определение объема материала и распределение его по уровням, формулирование механизма овладения студентами основными видами речевой деятельности, разработка средств и критериев контроля, создание мультимедийных курсов для индивидуальной и групповой работы.

Содержание курса «Иностранный язык» включает в себя комплекс заданий, направленных на развитие у студентов всех видов речевой деятельности. Перевод профессионально ориентированных текстов используется наряду с просмотром видеоматериалов, ситуационными заданиями и ролевыми играми. П.И. Образцов выделяет основные условия использования подобных заданий на занятиях по иностранному языку в неязыковом ВУЗе: четкая формулировка целей иноязычной

деятельности; социальная и профессиональная направленность этой деятельности; удовлетворенность студентов при решении частных речевых задач; формирование у студентов умения творчески подходить к решению задач общения; благоприятный психологический климат в коллективе [3, с. 68].

Однако уже на первых занятиях по иностранному языку преподаватель сталкивается с проблемой, которая может поставить под сомнение эффективность учебного процесса – студенты одной группы имеют разный уровень владения иностранным языком. Иногда эта разница является значительной. Основные причины такой разницы – особенности личности студентов, индивидуальные способности к изучению иностранного языка, различный уровень преподавания иностранных языков в школе. Эти причины часто взаимосвязаны. Негативный опыт изучения иностранных языков в школе снижает мотивацию студентов к дальнейшей работе, в то время как низкая мотивация ведет к снижению эффективности изучения иностранного языка.

Дифференцированный подход к организации работы на занятиях по иностранному языку существенно повышает эффективность изучения языка.

Дифференцированное обучение основано на использовании заданий разного уровня в зависимости от способностей студентов и уровня сформированности речевых навыков и умений [2, с.15]. Известно, что способности к изучению иностранного языка не одинаковы: одним язык даётся легко, другим – с большим трудом. С другой стороны, у каждого студента свои особенности и склонности: одни легко осваивают лексику и грамматические конструкции, но сталкиваются с трудностями, выполняя задания на аудирование; другие имеют развитые навыки аудирования, но практически не способны выразить свою мысль на иностранном языке. На начальном этапе преподавателю необходимо изучить склонности студентов группы, их учебные возможности, а также проанализировать перспективы развития этих возможностей. На основе результатов данного анализа разрабатывается план дифференцированного обучения иностранному языку в неязыковых ВУЗах.

Дифференцированный подход направлен на ликвидацию пробелов в знаниях студентов, н а «выравнивание» группы, он позволяет учитывать индивидуально-типологические особенности личности. Он также предполагает уточнение цели и содержания обучения, приведение их в соответствие с особенностями группы. Дифференцированный подход в обучении теснейшим образом связан с индивидуализацией обучения, т.е. с учетом интересов, склонностей студентов; их мировоззрения; их статуса в коллективе (популярности среди сокурсников, симпатий для нахождения речевых партнеров, лидерских качеств и способности эффективно работать в команде). Дифференцированный подход позволяет избежать чрезмерных нагрузок, стресса и страха, которые часто не позволяют слабым студентам отвечать на занятиях, а сильным студентам дает возможность проявить в работе самостоятельность и творчество, таким образом, повышается мотивация к изучению иностранного языка у всех студентов.

Однако использование дифференцированного подхода таит в себе значительный недостаток, без преодоления которого невозможно эффективное обучение иностранному языку. Создается парадоксальное положение, при котором более сильные студенты, которые быстро работают благодаря своим способностям, получают дополнительные задания, в то время как слабые выполняют облегченные

задания в меньшем количестве. Такая организация работы приводит к затормаживанию в повышении уровня знаний и тех и других [6, с. 567].

Проблема оптимизации работы и ликвидации разрыва между так называемыми сильными и слабыми студентами может быть решена только на основе сочетания правильного использования индивидуальной, парной, групповой и коллективной форм работы.

Педагоги предлагают множество приемов для преодоления этих проблем: 1) при презентации нового грамматического материала правило выводят студенты со слабой способностью к общению функциональных признаков грамматического явления; 2) целенаправленное использование опор различного типа: смысловых, вербальных, иллюстративных, схематических, правильно подобранная опора поможет слабому студенту осознать новое грамматическое явление, при усвоении лексики поможет догадаться о значении слова, при обучении монологическому высказыванию - изложить мысли; 3) очередность опроса – если первыми отвечают сильные студенты, слабые получают дополнительное время для подготовки ответа и образец ответа сильных студентов; 4) варьирование времени на подготовку ответа – этот пункт тесно связан предыдущим, слабые получают двойную, а иногда и тройную порцию времени; 5) использование упрощенных заданий, главным образом, в домашних заданиях.

Особую ценность в рамках дифференцированного подхода имеет работа в группах. С одной стороны, организация такой работы требует от преподавателя максимальной подготовки и контроля, как скрытого, так и прямого. С другой стороны, при правильной организации групповая работа крайне продуктивна.

Существует несколько подходов к формированию групп: объединение в группы (пары) может производиться студентами на основании личных симпатий или преподавателем на основе уровня их подготовки. Объединение в группы иногда происходит по итогам жеребьевки. Наиболее эффективной представляется работа сильного и слабого студента в одной группе. Это не только гарантирует успешную работу, но и позволяет слабому учиться у сильного, а сильному дополнительно повторить усвоенное в ходе объяснения сложных моментов партнеру. Преподаватель в это время должен осуществлять ненавязчивое наблюдение за работой каждого, избегая ситуации, когда сильный студент выполняет задание за двоих. Зачастую слабый студент усваивает материал лучше, работая с сокурсником, так как исчезает страх задать «глупый» вопрос преподавателю.

Заключение

Таким образом, дифференцированный подход к обучению иностранному языку в неязыковом ВУЗе позволяет повысить эффективность работы. Основанный на учете индивидуальных склонностей и возможностей студентов учебной группы, этот подход помогает скорректировать содержание обучения и отобрать адекватные задания и материалы. Сочетание индивидуальной и групповой работы снимает психологическое напряжение и создает комфортную атмосферу для изучения языка.

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DIFFERENTIATED APPROACH IN FOREIGN LANGUAGE TEACHING IN NON-LINGUISTIC INSTITUTIONS OF HIGHER EDUCATION

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Abstract

The article is concerned with a problem of using differentiated approach in foreign language teaching. A detailed description of the issues foreign language teachers face in non-linguistic educational institutions is given. Special attention is paid to the problem solving and advantages of differentiated approach for optimization of teaching process and increasing its effectiveness.

Keywords: *differentiated approach, foreign language teaching, group work.*

STUDY, TEACH AND RESEARCH IN TURKEY - ENGLISH FOR ACADEMIC MOBILITY

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Abstract

Researchers from different countries are trying to find the ways of academic mobility enhancement. Improvement of English language training in the context of academic mobility should be based on a new concept, combining 3 principles: improvement and sustaining of the educational quality; improvement of the English language command by students and academics; informational, social and cultural preadaptation of students and teaching staff taking part in academic mobility. The goal of the research is to put this concept into practice. The main outcome of the research project will be the development of the training course curricular and the coursebook 'Study, Teach and Research in Turkey. English for academic mobility' for Intermediate / Upper-Intermediate learners. The course will include Students' Book, Teachers' Book, DVD with audio and video material. The research and the course development will include several stages: preliminary research; collecting the material for the coursebook; coursebook writing; pilot training of target group members; collecting and analyzing the feedback from the pilot training instructors and learners; working on the improvements of the course; working out the final version of the course components. A new training course can be used by foreign and Turkish students and academics.

Keywords: academic mobility, cultural preadaptation, higher education, teaching English

Introduction

Globalisation has influenced almost all the spheres of human activity. Education is not the exception. The majority of higher education institutions worldwide are going through the period of changes connected with the integration into the European Higher Education Area. Turkey has been a full member of the Bologna Process / European Higher Education Area since 2001. It called for the increase in the quality of education, development of academic mobility, the possibilities of life-long learning, collaboration of academics from different countries, opportunities for international careers for the graduates, and opportunities for students from other countries to study and work in Turkey.

To set the training of internationally active specialists becomes one of the priorities of higher education institutions. Taking this tendency into account, it is clear that using English only as the means of international education is not enough. English language should be used as a tool to understand global culture in general and the culture of the country where the students are planning to work or study in particular.

Purpose and importance of the research

The desire to comply with the international educational standards and opportunity to develop academic mobility call for the development of innovative training courses, programmes and teaching materials that foster the improvement of higher education. For

achievement and sustaining of competitiveness in the internal and external markets for educational services, it is necessary for higher education institutions to pursue the policy of educational quality, to develop new concepts in education process and to follow them. Achieving conformity with these criteria and improving the quality of teaching which is also focused on acquiring cultural issues mean introducing a new concept in English language teaching and learning [1, 2].

The concept is based on the combination of 3 principles:

- improvement and sustaining of the educational quality;
- improvement of the English language command by the students and academics;
- informational, social and cultural preadaptation of students and teaching staff taking part in academic mobility.

This concept can be put into practice with the development of the training course aimed at students and teachers wishing to take part in academic mobility projects. The training course can be used by foreign students and academics to learn more about Turkish educational and cultural environment, and by Turkish students and academics to tell about their educational background, share with foreign colleagues the information about Turkish educational system, and develop scientific collaboration between the universities in English.

Goals and objectives

The primary goal of the research is to implement the principles mentioned above and thus to promote academic mobility in Turkey. The objectives are:

- to develop a new English language training course and the course book;
- to make the course multi-target, i.e., it will help to improve the command of the English language, promote academic mobility and help with cultural preadaptation;
- to aim the course at the learners who come to Turkey for academic purposes and at Turkish students and academics who represent their country abroad;
- to develop the course for suitable for undergraduate students, postgraduate students and academics;
- to train the target groups using the course materials;
- to measure and analyze the educational quality improvement and readiness of the learners for academic mobility, comparing education results of the pilot training and non-pilot target groups.

Project description

The main outcome of the research project is the development of the training course and the coursebook 'Study, Teach and Research in Turkey. English for Academic Mobility.'

Level of learners: Intermediate / Upper-Intermediate

Coursebook components: Students' Book, Teachers' Book, DVD with audio and video material.

Units' topics of the coursebook:
1. Turkey in international educational environment.
2. System of higher education in Turkey.
3. Academic mobility programmes in Turkey.
4. Turkish university life (Maltepe University in Istanbul).
5. Turkish academic culture.
6. Being a foreigner in Istanbul: dos and don'ts.
7. The latest achievements in science and technology in Turkey.

Learners' skills developed by the coursebook:

- reading, listening, writing, and a special focus on speaking English as a foreign language due to Reading, Vocabulary, Listening, Writing, and Speaking sections in each unit;

- 21-st century skills such as communication, critical thinking, collaboration, creativity, digital literacy due to the relevant tasks given in the coursebook;

- special attention to cross-cultural skills due to topics cover in the coursebook.

Teaching methods that can be applied in the training: interactive plus Content and Language Integrated Learning (CLIL) approaches can be used by the teachers involved in the training. The main principals of the course and the recommended teaching methods will be highlighted in the Teachers' Book along with the keys to the tasks, listening and video scripts and other important notes and recommendations.

The training course and the coursebook can be used by: higher educational institutions, language schools and independent learners.

Methodology

Methods and Techniques. The research and the implementation of the project with be conducted with the help of multiple methods and techniques: questionnaires, tests, meetings, consultations and discussions, comparative analysis, information collecting, material development and pilot training. All of them will be used throughout the research implementation.

Research Stages:

Stage 1

- making SWOT analysis of the project;

- conducting meetings and discussions with the representatives of the relevant Maltepe University divisions to find the ways to eliminate threats and weaknesses, use the opportunities and make the most of the strengths;

- collecting material and information for the coursebook using printed and Internet resources.

Stage 2 – 'Study, Teach and Research in Turkey. English for academic mobility' course components' development, consultations and cooperation with the Maltepe University divisions.

Stage 3

- selecting students from 3 target groups (undergraduates, postgraduates and academics) and instructors for the course pilot teaching;

- forming the groups and organizing the study schedule.

Stage 4

- developing the questionnaire to check how much factual information representatives of target groups and students and academics who do not take part in course pilot training know about academic mobility in Turkey;

- developing the test checking the level of English for academic mobility of the pilot and non-pilot training learners;

- comparing the results of the questionnaire and the test in the pilot teaching and non-pilot groups.

Stage 5

- selecting the parts of the coursebook for pilot training and consultations with the pilot training instructors;

-        pilot training of target group members on improvement of the skills mentioned above (see Learners' skills developed by the coursebook).

Stage 6

-        developing the questionnaire to check how much factual information representatives of target groups know about academic mobility in Turkey after the pilot training;

-        developing the test checking the level of English for academic mobility of the learners after the pilot training;

-        comparing and analyzing the results of the questionnaire and the test in the pilot training groups. Identifying the progress of the pilot teaching groups.

Stage 7

-        collecting and analyzing the feedback from the pilot training instructors and learners;

-        working on the improvements of the course;

-        working out the final version of the course components.

Review of the previous successful experience

Promoting of academic mobility has always been a challenge for the countries and universities which are the members the European Higher Education Area and take part in the Bologna Process. The researchers from different countries have been trying to find the ways of academic mobility improvement and development. One of the projects which showed good results was developed within the framework of the Tempus project CD JEP_ 27119-2006 "Innovative Language Curricula in Technical Universities (ILAN)" (2007-2009) [4]. Six institutions of higher education from Austria, Sweden and Russia, took part in this project. ILAN is intended for three groups of learners: students, teachers of technical disciplines, and administrative staff of engineering universities. Its main goal is to train learners to use international English to promote academic mobility in higher technical education in Europe. Both the learners and the teachers working with the course gave very positive remarks.

ILAN was so much demanded that it was decided to enrich and enlarge the course with more topic and material for study. The same team of authors created a new coursebook 'English for Academic Mobility. Coursebook for Students, Lecturers and Administrators of Technical Universities' [3]. The coursebook took part in VII All-Russia Contest of Publications for Institutions of Higher Education and won in nomination "New Types of Educational Publications" in 2015.

The novelty of the research

The task of the planned research is to use the positive results of the previous projects which proved their success and to make the course helpful for people who are going to study, teach and research in Turkey. The aspects that need to be improved in the course for the promoting academic mobility in Turkey are:

•   to change of the content of all the topics and the choice of the material for study and base them on the Turkish academic reality;

•   to develop the course for a larger audience of learners, i.e., not to concentrate only on one particular type of universities (e.g., technical universities) as it was in the previous projects;

•   to include information and the tasks to develop cross-cultural skills and to provide cultural preadaptation for those who are coming to Turkey and, at the same time, for those who are representing academic life in Turkey abroad;

- to develop the tasks to improve learners' 21-st century skills with the special attention to the development of communication and critical thinking skills;
- to include more academic English tasks of Intermediate/Upper-Intermediate level to improve the learners' command of English for academic mobility.

Conclusion and dissemination of the results

In case of success of the course development and pilot training, its results can be shared at the scientific conferences in Turkey and abroad, published in scientific journals and presented at the universities interested in the development of academic mobility all over Turkey.

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УЧИСЬ, УЧИ И ИССЛЕДУЙ В ТУРЦИИ – АНГЛИЙСКИЙ ДЛЯ АКАДЕМИЧЕСКОЙ МОБИЛЬНОСТИ

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Аннотация

Исследователи из разных стран пытаются найти пути развития академической мобильности. Совершенствование обучения английскому языку в контексте академической мобильности должно основываться на концепции, объединяющей 3 принципа: улучшение и поддержание качества образования; улучшение знания английского языка студентами и учеными; информационная, социальная и культурная преадаптация студентов и преподавателей, участвующих в академической мобильности. Цель исследования - реализовать эту концепцию на практике. Основным результатом исследовательского проекта станет разработка учебного курса и учебного пособия «Учись, учи и исследуй в

Турции. Английский для академической мобильности» для обучаемых среднего / выше среднего уровня владения английским языком. Курс будет включать в себя книгу для учащихся, книгу для учителя, DVD с аудио и видео материалами. Исследование и разработка курса включает несколько этапов: предварительное исследование; сбор материала для учебника; составление учебника; пилотное обучение целевой группы; сбор и анализ отзывов обучаемых и преподавателей; работа над улучшением курса; разработка окончательной версии компонентов курса. Новый учебный курс может быть использован иностранными и турецкими студентами и учеными.

*   **Ключевые слова**: академическая мобильность, высшее образование, культурная преадаптация, преподавание английского языка.*

COACHING AND NLP IN SERVICE OF EDUCATION

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Abstract

The purpose of this article is to give a short introduction into coaching and NLP, and equip teachers with some coaching and NLP-techniques which can be used in their teaching in the classrooms to enhance the efficiency of education. Therefore the article gives a brief overview of the basics of coaching and NLP (Neuro-Linguistic Programming) first. Then practical ideas and techniques are suggested which can be put into practice easily without a prior knowledge of coaching and NLP. These techniques have been tried in university context and proved to be successful and extremely motivating for students and teachers alike.

Keywords: coaching, NLP, strategies, techniques, education, motivation

What is coaching?

A couple of years ago nobody had an idea about what coaching was. The word coaching was used in sports mainly. But today the meaning and the use of coaching have changed, it is used in all walks of life as an 'omnipotent tool' [VeresnéValentinyi, 2018], which resulted in a number of interpretations and misinterpretations of coaching.

Many people believe that coaching of today is about advising people in trouble in private life or feeling lost in business about what to do, it is believed that coaching is some sort of therapy, counselling, mentoring or giving advice. But coaching is neither counselling nor psychotherapy, neither the mixture of these: coaching is a helping profession to assist coachees to find their own solutions in different areas of their lives [Czeglédi-Valentinyi, 2018a, 2018b, 2018c].

In the coaching session, the coach focuses on the coachee's values and beliefs, on his emotional and intellectual resources, which are his positive emotions, positive experiences and learnings, getting rid of negative emotions and inhibiting factors. A coach actively listens to the coachee and uses questioning techniques which helpthe coachee to be responsible and accountable for achieving his goals and develop his capabilities relying on his resources [Kunos et al, 2016, VeresnéValentinyi, 2018]. The coach facilitates change in coachee's life promoting his growth, learning, professional and personal development through establishing the feeling of 'flow' [Csíkszentmihályi, 2015]. It is important to note that the coach never tells the coachee what to do, the coach asks questions only and tries to understand the coachee's problem. As said above, coaching and its methodology can be used in all walks of life, for example in education. The efficiency of coaching methods and that of the coaching questions have been tested in higher education context, and they have been found efficient and extremely motivating, provided sufficient time is allocated to them.

Coaching models

There are many coaching models, which can be followed strictly or used flexibly, depending on the coaching context. Below we will show the GROW-model of John Whitmore (Whitmore, 2008), because it is a simple model, which can easily be used in any context, without indepth knowledge of coaching. As said, the GROW-model is a

simple model which has four stages that predetermines the structure of the coaching process for the coach and the coachee. The acronym, GROW stands for Goal, Reality, Options and Will. Goal stands for working with the coachee to make the coachee aware of and make clear for him what his goal is. Their goal should always be SMART (specific, measurable, attainable, realistic and timed). The coach may ask all sorts of questions clarifying the coachee's goals. These questions can be put on all sorts of context. This makes coaching a tool which can be used either in private life or in business or in health etc. For example we can use these questions in education, in which case they will sound as follows: What do you expect from this class/ exercise? What would make you satisfied at the end of the class/exercise/the term? What outcome would be ideal? Reality means that the coach should make the coach become aware of his current situation, because sometimes the coachee does not really know where to start from. Example questions: Where are you now in relation to your goal? On a scale of 1 -10 where are you? What has contributed to your success so far? Options are the things the coachee can do to achieve his goal. The coach can ask the following questions: What are your options? What else? Will it help the student to be committed to his goal and remain accountable? The coach may ask the following questions: What actions will you take? When are you going to start? Who will help you?

Figure 1 - The GROW Model

Goals in service of motivation

In coaching, the first and most crucial step is identifying coachee's goal and consequently, focusing on the outcome which is the learning process. As is said above, the coach's task is to ask the most suitable questions, in educational context it means that the teacher needs to ask the questions which help students achieve their goals. These questions may be the following in the education context: What (what three things) do you really want? Create 3 goals which would make the biggest difference in the learning process which you could achieve within the next 3 months! Imagine having achieved these goals! What do you see, hear and feel? Be very specific! Are your learning goals in line with your values? Are they your goals or somebody else's? Does the thought of achieving your goal feel right and comfortable to you? If you could have that goal right now, would you take it? Is your goal ecological? Does it have any negative impact on others? Who do you have to be to achieve your goal? Who do you have to stop being to achieve your goals? When identifying the learning goals, the obstacles should also be specified asking the following questions: Do you have complete control over achieving

your goals or are they dependent on efforts of other people? What or who may you have to deal with to move towards achieving your goal? What is pleasant about your current situation? What 'secondary gain' is there for not moving towards your goal? How can you keep the good parts and still move towards your goals? What might you have to give up/stop doing to achieve this goal? Are you willing to do it? If there was anything around achieving this goal that you haven't mentioned yet, what would it be? Also, it is important to size student's learning appropriately, this is called goal sizing. The teacher may ask the following questions: Where does this goal sit overall? Should this goal be broken down into smaller goals or does it form part of a larger goal? What would be the minimum level of the goal you want to achieve? What would be the extraordinary level of goal you want to achieve? These questions help students to set up a SMART goal (specific, measurable, achievable, realistic and time) (see above), to become aware of their specific goal and remain focused throughout the learning process.

Achievement list

In the learning process it is always important to feel achievement and progress, this is what motivates students to get over barriers. Apart from specific formal assessment (tests), which give formal feedback, it is motivating if students write down 5 of their learnings that they have had at the end of the day. The idea is to help create an awareness of the things students have achieved and gives motivation for the next day(s). At the same time, it helps to create a sense of empowerment in that students will feel as achievers. It is also motivating, when students feel down, the list of things students have achieved makes them inspired.

Importance of effective listening

Effective listening is a key issue in coaching. Next, we will see what teachers can learn from effective listening and how they can use their learning in the classrooms. First of all, it is important to make a distinction between hearing and listening. By definition, hearing is the act of perceiving a sound by ear. Hearing happens passively, it is not a conscious activity. Whereas listening to someone implies that we truly try to understand another person's point of view. Listening requires an active, conscious choice and mental effort. Listening requires focused attention.

Effective listening skills are a pre-requisite of a good teacher, and ideally, a teacher spends far more time listening than speaking. Teachers should not become distracted with their own thoughts, feelings, judgments and opinions. In classes, teachers should put their own agenda, opinions and judgments aside and focus on students. Also, teachers should listen not just for the words being said by students but also for their feelings, values, emotions and what is not being said verbally, the body language of students. This knowledge and skills are powerful tools to motivate students.

There are quite a few techniques to make our students notice and feel that the teacher is listening to them, these techniques are called verbal listening techniques, which would include short interjections such as "Yes", "right", "OK", "Ahha", etc. , which are great for showing that the teacher is listening and will not interrupt the student train of thought. Another technique is reflecting back words, thoughts and feelings, emphasizing their own words e.g. 'so, you say you want to read a book in English?" or "you sound as if you are really excited about watching the film in English". These responses imply teacher's acknowledgement of students' achievement, discoveries and learnings. It is a great way to bolster their self-esteem and is a great way to keep them in a positive frame of mind whilst really showing that the teacher is listening to understand students. At the same time, the teacher needs to be sincere and be specific about what he is

acknowledging, and thus he will sound authentic. Apart from acknowledgement, clarification, that is asking clarifying questions, is another active listening technique. Again the questions should be about students' learning and not to satisfy teacher's curiosity about something not related to the student. And finally, providing a brief summary of what has been said by students serves as a useful check that the teacher has heard and understood his student correctly. It also serves for the student to explain in a different way if that was not their intended intent of what was said.

Apart from verbal active listening techniques, teacher may use a lot of non-verbal active listening techniques. Non-verbal active listening techniques means that the teacher uses appropriate body language to demonstrate that he is listening and especially when verbal interruptions by the teacher may hinder. Non-verbal active listening techniques include eye contact. Without staring, having eye contact shows the teacher is listening. Positive facial expressions such as smiling, looks of empathy, etc. all naturally respond to students and will indicate the teacher is listening. Teachers should avoid expressions which might indicate judgment, such as raised eye-brows or the shaking of head. Another non-verbal active listening technique is nodding. A slight nod of the head is great for showing that you the teacher has heard and understood the student. It is important that these techniques should not be overused and teachers should always be sincere and authentic.

Silence as coach's powerful listening skill

The use of silence can be a powerful skill for teachers. Ideally, students should be talking 80% of the time and teachers should be listening 80% of the time. Having that silence and allowing your students the time to think, is a very important skill. It may take a while for the teacher to feel comfortable and to master this technique, but it will allow the students to have enough time to reflect on their learnings and thoughts: allowing silence gives them the space to think and learn. Giving students the space to think, will let students feel listened too and they will be more likely to learn. Also, if your students do not respond immediately to a question or a task, don't be tempted to dive straight in: teachers should use silence effectively and leave a few seconds more than the usual, it will make wonders.

Types of feedback

Feedback should be response to student's achievement and not judgment. In teaching it is very important how we give feedback to our students. Feedback needs to be non-judgmental and relevant to the topic that is being discussed. It is also important to give feedback soon after the event. If you wait too long to give feedback then it can lose its effectiveness. Feedback is not to be confused with complimenting, telling somebody off or congratulating somebody. When giving feedback, teacher should be specific, direct and sincere, tell the truth while being unemotional and matter-of-fact, this is how feedback will sound and feel authentic.

An objective feedback is when teacher simply states what he has observed through giving details of performance and be specific. It is not enough to say, "You did a good job" instead say, "Well done on getting the job out on the due date. I know that you had a critical problem, but you used your initiative and sorted the problem out on time after reading the book …."

Teachers should always communicate the value of what was done by the student. Teacher should explain clearly the consequences, results, difference the learning has made, the impact of the learning on the final outcome, the importance, benefits and advantages: feedback should focus on the specific task and specific achievement which

students accomplished. Teachers should always avoid being critical of the student as a person. When feedback is aimed at the identity of the person, then that can be taken personally. It can have a negative effect as it digs students' heels in and they may close down for learnings.

One way to give feedback is in the form of a feedback sandwich. In the first part of the feedback, teacher reflects on student's positive results so far (Here is what you did that worked). Then the teacher gives the norm, if it is a grammar class, teacher may refer the relevant grammar rule as a norm. (This is the (norm). This is what you need to improve next time to make it even better). Finally, the teacher gives a positive feedback (Overall you did well in … (positive statement).

Other types of feedback, which coaches use and can be efficiently used in classrooms, are self-assessment and self-reflection. These techniques make student become aware of their mistakes, and provide them with the skill to improve, without destroying their self-esteem.

Another feedback technique, which always works, is when the teacher asks students to swop roles, the teacher and students change their hats" and the teacher asks: If you were the teacher, what would you say to the student? What feedback would you give him?

Scaling as a feedback techniques is very efficient to show students how he has achieved the task: On a scale from 1-10, where are you? How could you move one scale ahead?

The SWOT-analysis is often used in business because of its efficiency to identify strength, weaknesses; the basic questions should sound like this: What are your strengths/weaknesses/opportunities/threats in…? How could your weaknesses become your strengths? How could your threats become your opportunities? All the answers can be summarized in the table as is shown below.

Table 1 - SWOT-analysis

SWOT-analysis	
Strengths	Weaknesses
Opportunities	Threats

Self-coaching for teachers

Lifelong learning has become a recognised skill in the EU, and permanent development and learning should be an important issue for teachers as well. To do this, teachers can use coaching techniques or „coach themselves" asking themselves the questions which a coach asks his coachee [Valentinyi, 2016]: What are teaching goals for the next term/year? What will you do to achieve them? Teachers can always ask their students to give them feedback about their teaching, however, students' feedback should be well-structured in order to avoid bad feelings in teachers. This will create rapport in the classroom: What three things were especially useful for you today? How can I (the teacher) help you more in your learning? Finally, teachers should make a plan about their learning for themselves asking themsleves the following questions: How should I develop? What shall I do to develop? How will I notice that my teaching skills have developed? How will my students notice that I am improving my teaching and pedagogical skills?

Agreement between teacher and student in the class

Having an agreement with the coachee is the first thing a coach does with his client. The agreement is verbal, but specifies what the coach will do for the coachee, how,

and what the expectations from the coachee are in order to make the coaching session as effective as possible. If the coachee breaks the agreement, the session will not be successful, which is in his interest, since he pays for coaching.

Similarly, it is advisable to establish an agreement in the very first class in which both teacher and students agree on what the teacher will do for the students to help them learn, and what students are expected to do. For example, students should not be late for the class, they should do the homework, should actively participate in the classroom, should listen attentively to the teacher, etc. The agreement can be written on a big poster, which can be hanged in the classroom for later reference. If students break the agreement, for example, they do not do the homework; teacher can point at the agreement poster and ask the following questions: Did you know we had an agreement? Did you know that you broke the agreement? Are you willing to remake the agreement? This would remind student of the agreement and it is expected that he will never break the agreement again.

Definition of NLP

Another buzzword of today is NLP, which is an acronym for Neurolinguistic Programming. According to NLP, people get and take in information from the external world through their five senses: visual, auditory, kinesthetic, olfactory and gustatory (which is VAKOG shortly). The information obtained about the world around them is stored in pictures, sounds, feelings, tastes, smells, in auditory digits (self-talk). They are called the internal representations of the external world. The information obtained from the external world is generalized, distorted and deleted through filters (memories, experiences, attitude, belief, feelings, etc.) and stored in the internal representations. Deletion happens because people cannot pay attention to everything in a situation: there is more going that people can realize. Since the internal representations determine what events around people attribute meaning to, distortions and misrepresentations of reality are made in perception. People learn through generalization based on their expectations which are formed and influenced by the perception of previous events. The internal representations, state and physiology determine people's behavior. In NLP, the unconscious mind drives the conscious mind; therefore the majority of changes in humans come from the unconscious mind. The goal of NLP is to influence the unconscious mind and facilitate positive change in people. NLP is practically a bunch of techniques, which affects the unconscious mind in several ways to achieve permanent changes. NLP techniques rely on VAKOG.

Presuppositions of NLP

NLP is based on presuppositions, which are summarized in the acronym: RESPECT YOUR WORLD. The letters of the acronym stand for the following presuppositions: Respect for the other person's model of the world. Behaviour and change are to be evaluated in terms of context, and Ecology. Resistance in a student is a Sign of a lack of rapport. (There are no resistant students, only inflexible communicators. Effective communicators accept and utilize all communication presented to them.) People are not their behaviours. (Accept the person; change the behaviour.) Everyone is doing the best they can with the resources they have available. (Behaviour is geared for adaptation, and present behaviour is the best choice available. Any behaviour is motivated by a positive intent.) Calibrate on behaviour: The most important information about a person is that person's behaviour. The map is not the Territory. (The words we use are NOT the event or the item they represent.) (U) You are in charge of your mind, and therefore your results (and I am also in charge of my mind and therefore my results.) People have all the Resources they need to succeed and to achieve their desired outcomes. (There are no un-

resourceful people, only un-resourceful states.) All procedures should increase Wholeness. There is ONLY feedback! (There is no failure, only feedback. The meaning of communication is the Response you get. The Law of Requisite Variety: (The system/person with the most flexibility of behaviour will control the system.) All procedures should be designed to increase choice. The next chart illustrates the basic concepts of NLP.
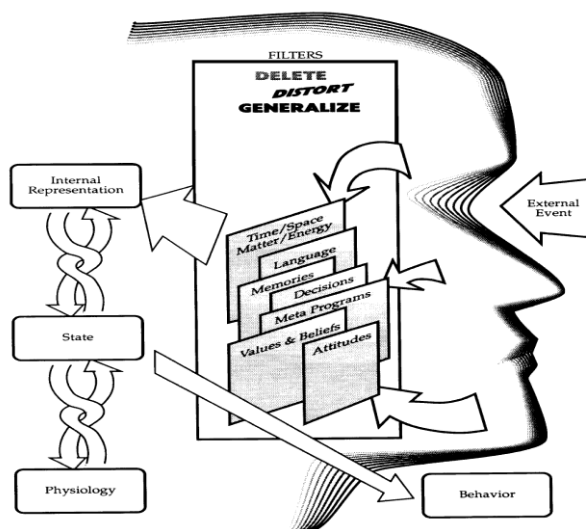

Figure 2 - The communication model of NLP

What can teaching learn from NLP?
Sensory acuity

According to NLP, our body tells us a lot about our thinking and attitude to the external world. If we use our five senses (look, feel, smell, hear, taste) we will be able to understand the other person. This is called sensory acuity. The same may be true of students in the classroom. If the teacher uses all his five senses he will be able to understand his students more, and consequently help him more in his learning. The inclination of the spine, general posture and gesture (slumped or straight, leaning forwards, upright or back), breathing, eye-movement (focused or defocussed, pupil dilated or undilated, skin colour (blushing), lip size, all these are indicators of students attitude to learning, his motivation, his emotions, etc. The teacher should form his sentences according VAKOG, e.g.: I can see/ feel/hear that …

Rapport

Rapport is used in English to imply harmony, a feeling of shared understanding and of being at one. It is a very important process in any interaction. We have all created rapport many times: when we're with a friend, or when we meet someone and it feels like we've known them all our lives, when we are „at the same wave-length". When people are like each other, they like each other. Rapport is a process of responsiveness. NLP claims that when we have rapport, communication is easier. In classroom settings, we tend to forget how important it is to have rapport with students: teaching and learning are more efficient, teacher and students work together as equal partners.

Conclusions

Coaching and NLP have not invented the wheel; they use techniques which each of us may use in his classroom. However, these techniques help teachers to teach more

consciously and become aware more of what they are doing and what not. Also, coaching and NLP provide only techniques, not full pedagogical ideology or methodology, but if we use these techniques for what they are good for they will be very useful in the classrooms.

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КОУЧИНГ И НЛП НА СЛУЖБЕ ОБРАЗОВАНИЯ

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Аннотация
Дан краткий обзор основ коучинга и НЛП (нейролингвистического программирования) с целью ознакомления преподавателей с некоторыми методами коучинга и НЛП, которые можно использовать при обучении для повышения эффективности образования. Предложены практические идеи и методы, которые можно легко реализовать на практике без предварительного знания основ коучинга и НЛП. Эти методы были опробованы в университетской среде и подтвердили свою эффективность, как для студентов, так и для преподавателей.
Ключевые слова: коучинг, НЛП, стратегии, методики, образование, мотивация.

TECHNOLOGY-ASSISTED TEACHING OF ENGLISH FOR SPECIFIC PURPOSES

MOBILE TECHNOLOGIES IN THE CLASSROOM: BEFRIENDING THE ENEMY

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Abstract

Nowadays mobile devices are the tools that almost every student, from the primary to university level, is intimately familiar with and carries around with them all the time. Yet, many teachers view the presence of mobile devices in the classroom as "an enemy invasion", without realizing the educational potential of mobile technologies. The paper intends to discuss the advantages of mobile learning and give practical ideas on how to incorporate mobile technologies in the process of foreign language learning.

Keywords*: foreign language learning, mobile learning, mobile technologies.*

Introduction

The emergence of mobile technologies has changed the way we live and they are beginning to change the way we learn. Many teachers still view the presence of mobile devices in the classroom as "an enemy invasion", they often distract students from focusing on the task with their notification sounds, tempt them to check messages during class, etc. However, it cannot be denied that they also open a whole range of new learning opportunities that were unavailable before. Thus, the task of developing new learning paradigms that will account for mobile technologies inside and outside the classroom is an urgent one.

According to UNESCO statistics, today over 6 billion people have access to a connected mobile device, and in 2017, 50.3 percent of all website traffic worldwide was generated through mobile phones [5]. The ubiquity of mobile devices is reflected in the fact that more and more mobile applications are being developed – during just one year, over the period from December 2016 to December 2017, the number of mobile applications offered by Google Play, the largest application store as so far, has grown from 2.6 million to 3.5 million [9]. The majority of service providers on the Internet choose to offer a mobile version along with a regular website interface to their clients.

And it is also worth mentioning that education is the category with the one of the largest number of apps available at the moment – as of the beginning of 2018, more than 300,000 educational apps were available on Google Play [1], and in Apple's App Store it is the third largest category with 8.5 % share of the total amount, outranked only by gaming and business apps [12].

The implications of such wide spread of mobile technologies for the education include the possibility to engage in learning activities at any time and any place, with students being mobile both inside and outside the classroom, as well as to implement a variety of media and resources previously not available to teachers: audio, video, hypertext, geographical positioning data, augmented reality, real time broadcasting, community reviews, etc.

Students are generally eager to embrace new educational opportunities of the digital world. For instance, among more than 3000 US college students surveyed in 2016, 63% agreed that their usage of digital learning technology resulted in them being better prepared for classes and having improved studying efficiency. Other benefits of the digital technologies mentioned by respondents were more confidence in the knowledge of course materials and less stress related to studying [8]. Despite these figures presenting a somewhat subjective evaluation, it is clear that more students rely on digital resources and materials in their learning, and, given the amount of mobile device users among young population, it can be safe to assume that many of them do that with the help of mobile technology.

Our own research at Tambov State Technical University (Russia) [6] has shown that a sufficient number of students have educational apps installed on their smartphones or tablets, mostly foreign language learning apps. The majority of interviewed students agreed that they find mobile devices useful both for in-class and outside the classroom learning: they read electronic books, access lecture slides, make recordings and take notes during classes. When asked if they wanted their teachers to use mobile devices in educational process, many students answered „yes".

However, despite the availability of mobile technologies, not many educational environments specifically encourage teachers to use them in their teaching. The paper will discuss several creative ideas on how to incorporate mobile devices in the process of learning foreign languages.

Mobile Devices and Mobile Learning

There is probably little misunderstanding today regarding what a mobile device is, however, for clarification purposes, we shall consider that any device that "can be used at Point A, Point B and everywhere in between without stopping" is mobile, as opposed to a portable device that is "used at Point A, closed down and transported, then opened up again at Point B" [14, p. 116]. Thus, the most common mobile devices include mobile phones, tablets, and media players (which are being used less and less as smartphones and tablets are able to perform their functions), and newer devices such as fitness trackers, smartwatches and smart glasses (or augmented reality glasses).

With the ubiquity of these mobile devices in our lives, it is most natural that they began to be used in education. At first, mobile learning was defined simply as "learning facilitated by mobile devices" [7], but as the focus shifted toward new opportunities mobile devices have created for student-teacher interactions, mobile learning is being described as "learning across multiple contexts, through social and content interactions, using personal electronic devices" [4].

Mobile resources available to students and teachers can be categorized in two groups: mobile materials and mobile activities. The first one implies the use of web services either through a regular browser or by downloading a specialized piece of software adapted for mobile use – an app. Apps provide a more streamlined experience, with many educational services offering app (and sometimes app-only) versions. By mobile activities we mean educational activities designed around the use of mobile devices, websites or apps. These activities may be fully digital or delivered in the context of blended learning, but it is essential that their "pedagogical use needs to be carefully considered in the overall design of a learning activity" [14, p. 118].

Among educational apps ranked most popular by users (according to App Store and Google Play statistics), there are both targeted single-discipline apps, such as foreign

language learning apps or standardized test preparation apps, and a variety of apps representing large online learning platforms like Coursera, Udacity, etc. which give access to lectures, courses or even degree programmes via mobile. An interesting category is apps that develop academic skills and general learning abilities, for example, GradeProof – a 'personal editor' apps which improves style, grammatical structure and checks originality of student writing, or Mendeley, a mobile version of a popular desktop service for annotating academic texts and managing research citations. A growing number of apps are designed to assist teachers in developing and managing lessons.

At the same time, researchers and practitioners try to evaluate and balance the advantages and challenges of implementing mobile technologies for learning. On the one hand, mobile devices with Internet access allow us to have knowledge literally at our fingertips, anytime and anywhere. They support situated learning, when knowledge acquisition is not confined to the walls of a classroom, first of all, and when learning occurs in a variety of contexts. Mobile technologies also give us an opportunity to learn with the others, sharing our educational experiences and results with wider audiences, be it classmates or the whole world (via social media platforms, for instance). For this reason, mobile learning has been endorsed by supporters of social constructivism theory of learning. As Cochrane writes, "The ubiquitous connection to web 2.0 tools and collaborative communication and user generated content creation capabilities of these devices make them ideal tools for facilitating social constructivist learning environments across multiple learning contexts" [3]. Pegrum [11] stresses the intercultural dimension of m-learning, focusing on the importance of digital technologies in the development of intercultural literacy across different cultural contexts by merging global and local contexts in a mobile classroom. This aspect of mobile learning is especially promising for foreign language teaching, which fact has already led to the emergence of numerous studies into mobile-assisted language learning (MALL) [11].

However, the critics of mobile learning point out that there is still a need of more extensive research on the interference of technology in the classroom. Pedro, Barbosa and Santos [10], for example, highlight that a teacher in a mobile classroom must have excellent multitasking abilities since their role in-class changes to that of a media orchestrator and learning facilitator. Not many teachers nowadays are trained to perform such challenging tasks, nor to properly utilize mobile resources.

The use of mobile devices must never be a goal *per se*, a teacher always needs to have a clear understanding of how a mobile device will benefit the learning process: "Ask yourself if there is an added value to using a phone for the activity you have in mind. If there is none, perhaps it is better to find an alternative" [13, p. 21].

Wide diversity among mobile technologies also represents a challenge for teachers and learners who wish to accelerate academic outcomes. Reinders [13] suggests first to take stock of the resources that teachers have available. There is an enormous range of phone makes and models, and the technology is always advancing. When designing a mobile leaning activity, a teacher must keep in mind that it may not work on all the devices and be prepared to group students so that they share the device with required capabilities. Otherwise, poorly designed or limited capability mobile technologies adversely affect usability and can distract students from learning goals.

Mobile Technologies in Use

The two principal areas where mobile devices can contribute to successful learning include active utilization of technical capabilities of mobile devices (sound and video recording features, different meters, etc.) and accessibility of a whole range of the World

Wide Web information resources via browser or apps.

Among the technical features most useful for foreign language learning, cameras and microphones are definite leaders.

One of the easiest ways to use a mobile phone for learning is to record samples of the target language by taking pictures. Students can take pictures of English text by using the camera feature on their mobile phones. They can then make a collage of the images or upload the pictures to a shared area on their LMS or to a social network group. Camera phones provide a great way to ask learners to 'notice' grammar around them. A teacher can encourage students to take photos of street signs, menus, advertisements, or other examples of written language that they see around them, for instance spotting the misuse of apostrophes ('s) in English or noticing incorrect spelling.

Another useful tool is the recording function on mobile devices. Learners can record themselves speaking a target language and share it with friends, who can offer feedback. This is a great opportunity to practise pronunciation. Learners can record conversations with native speakers on a range of topics and integrate them into projects, or incorporate voice recordings into edited videos. Mobile technology turns the question 'What did you do last weekend?' into a personal story, as learners can share with the group photos or videos of what they did, where they went, and how they felt.

Having instant access to the wide realm of the Internet while in the classroom offers exciting opportunities in terms of authenticity of learning. And by authenticity we mean both authentic learning situations and authentic materials and language. Barsukova and Khayrova [2, p. 143] argue that authentic materials are one of the prerequisites for effective target vocabulary acquisition. Students can find meanings and discuss up-to-date words, phrases and language patterns used on different websites, blogs and social media.

Mobile phones are an excellent tool to organize authentic speaking practice in the form of language exchange for example, via Skype. In this activity two students who want to learn each other's native language talk in that target language for half of the time. It can be a good way to encourage reluctant students to start speaking.

With the help of mobile technologies a traditional writing activity can be transformed into blogging. This is great for writing about personal experiences, places visited, and people met, but it can also be used as an activity in which students collect information and report on it like journalists. Teachers can read these blogs and provide feedback, request more information, or ask students to comment on each other's work.

And finally, as it has been pointed out above, nowadays there is no shortage of educational apps and, specifically, language learning apps. A teacher may choose a suitable app (for example, Duolingo, Memrise, etc.) to extend students' vocabulary on the topic. Both teachers and students can create vocabulary flashcards to be retrieved, shared, and practiced anywhere. Many of the free games for mobile phones, such as Scrabble and crossword puzzles, involve a focus on language. Although not all of them may be suitable for second language learners, they at least encourage students to engage with the target language, and to do so in the context of entertainment.

Conclusion

Nowadays mobile devices are the tools that almost every student, from the primary to university level, is intimately familiar with and carries around with them all the time. Teachers need to stop seeing mobile phones and other gadgets only as a distraction and try to take advantage of the increased opportunities that they offer for effective, authentic and engaging language learning.

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МОБИЛЬНЫЕ ТЕХНОЛОГИИ В ОБУЧЕНИИ: КАК ПОДРУЖИТЬСЯ С «ВРАГОМ»

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Аннотация

В настоящее время мобильные устройства являются тем инструментом, с которым хорошо знаком и постоянно носит с собой практически каждый студент, от начальной школы до университетского уровня. Тем не менее, многие учителя рассматривают присутствие мобильных устройств в классе как «вражеское вторжение», не осознавая образовательного потенциала мобильных технологий. В статье обсуждаются преимущества мобильного обучения и даются практические идеи по интеграции мобильных технологий в процесс обучения иностранному языку.

Ключевые слова: мобильное обучение, мобильные технологии, обучение иностранному языку.

MOBILE TECHNOLOGY IN FOREIGN LANGUAGE TEACHING

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Abstract
Technology is very significant part of language learning throughout the world at all different levels. The beginning of the XXI century is characterized by an intensive process of introducing new information and communication technologies in foreign language teaching, creating new and innovative forms of education and training. Mobile foreign language teaching is a form of organization and control of the learning process based on the using of mobile communication devices.

Keywords: *mobile learning; foreign language; vocabulary learning; innovative thinking*

Nowadays all possible ways and methods are used in the educational process, the main aim is to develop and improve the teaching and learning skills and abilities. And one of these methods is mobile technology. Currently mobile technology is evolving so rapidly that they become part of our lives and no one is without a computer and a mobile phone. This is reflected not only in everyday life but also in all spheres of life, including education.

Mobile learning has been developed in the last century and the prerequisites for this were laid in the 1970s. When Alan Kay proposed the idea of "a computer the size of a book" for educational purposes, in the 1990s with the advent of PDAs begins development and evaluation of mobile learning for students, there are the first training projects for the mobile environment. Appear fundamental research in the field of mobile learning foreign scientists: T.Anderson, M. Sharlz, Allie M., D. Attevel, M. Ragusa, D. Traxler.

The idea of using mobile technology in the educational environment is becoming increasingly important. In 90 years with the advent of personal handheld computers (PDA) begins development and evaluation of mobile learning students, there are the first basic research in the field of mobile learning, as well as the first educational projects for the mobile environment. T. Anderson examines the theory and practice of e-learning; M. Sharples learn learning to the mobile age; Allie M. considers electronic resources in the format of learning objects; D. Attevel emphasizes the need to involve and support mobile learners; M. Ragusa analyzes Australian mobile learning network, the introduction of mobile technology for the delivery of training courses for jobs; D. Traxler considering mobile learning based on the SMS-support system for teachers. The first book Mobile Learning: A handbook for educators and trainers, dedicated to mobile learning, appeared in 2005 (A. Kukulska-Hulme, John. Traxler).

The analysis of foreign and domestic pedagogical literature has shown that the majority of interpretations of the term "mobile learning" (mobile learning, m-learning) based on the technologies used in mobile devices or on the didactic possibilities of their application. So, from a technological point of view, mobile learning - is the transmission and reception of educational information through technology WAP or GPRS on any

handheld mobile device, with which you can access the Internet, receive or find materials to answer the questions in the forum, do a test, etc.

Mobile learning - an activity carried out regularly by the compact, portable, mobile, and technology and allows students to become more productive, communicating, receiving or creating information.

Mobile learning - is the ability to obtain or provide information in any format on personal mobile devices.

For mobile learning is characterized by the following:

1. Teacher mobile learning will not be able to teach the student to what he does not know how.

2. Innovative thinking is a prerequisite for the modernization of education and implementation of mobile learning.

3. Educational effect of mobile learning in each individual, there is no way to predict what it will be of a particular person in this situation, but in an environment of mobile learning is very high probability of self-interest on the basis of the student's competence crisis.

4. Mobile learning is based on relationships. The learner is always included in the whole system of interpersonal and social relationships (parents, teachers, colleagues, friends).

5. Mobile learning - a natural process of transmission and reception of information, using the need for computer communication, the evolution of technical training and opportunities of information and communication technologies; natural inclinations of man are directed to what should be explored.

6. Mobile learning is related to the practice of using technical means of education and the power of information and telecommunication technologies.

7. Mobile computer, other portable electronic device with wireless access to information and telecommunications - an indispensable tool for the educational process of mobile learning.

8. Manage mobile learning can only be the one who owns the information

J.Traxler argues that mobile learning is changing completely the learning process, because mobile devices are not only modify the shape of the material, and access to, but also contribute to the creation of new forms of knowledge and mentality. Education becomes timely, sufficient and personalized ("just in-time", "just enough", "just-for-me").

Thus, the majority of scientists are inclined to believe that the definition of "mobile" characterizes the two main components of the educational process - access to learning and forms of implementation of educational interaction. The learner can now have instant access to training materials and programs, educational resources, to carry out tasks, to communicate with the teacher at any time and in any place. This form of training is also consistent with the modern concept of competence-oriented education in which the emphasis is on learning to independently find the necessary information, highlight problems and look for ways to solve them, to critically analyze the knowledge and apply them in practice.

During the analysis of the literature, we have set ourselves the fundamental characteristics of mobile learning:

1) mobile learning - a personality-oriented, situational and flowing at a convenient time and in a convenient location process;

2) mobile learning is a natural process of innovation in the education system;

3) mobile learning - a teaching cognitive activity that requires conscious effort: students must work actively in the process of mobile learning [2]. Here, in our opinion, the main attention should be paid to the psychological readiness of students to the implementation of training activities with the help of mobile devices;

4) The main feature of mobile learning is its focus on active and conscious self-employment;

5) The use of mobile technology in the learning process should be based on a systematic approach to ensure the implementation of certain didactic goals and objectives, and generally intensify the educational process.

Let us dwell on the last point. Effective model of the introduction of mobile technologies in the educational process has been proposed by foreign researchers and was named The Framework for the Rational Analysis of Mobile Education (FRAME) (Marguerite L. Koole). This model is a Venn diagram consisting of intersecting circles, which correspond with the basic aspects of mobile learning.

For mobile learning, the following mobile communications:
• Phones: Cell phones, smart phones (like Blackberry), smartphones (iPhone);
• a variety of handheld mobile
devices: MP3 / 4 players, netknigi,
apparatus for electronic games (Nintendo DS), a device for listening to podcasts (iPod), GPS-navigators, and others;
• laptop computers - portable handheld computer (PEP), a tablet (iPad).

These devices are most often used in the following cases:
• For playback of multimedia educational web resources (audio, video, podcasts, images);
• to provide quick access to training sites, resources, reference books, dictionaries;
• for classroom communication (SMS-messages, webinars, instant messaging, Skype and so on.).

The study was conducted a survey of 65 students of the first-second course to determine their readiness for the implementation of mobile learning in the framework of self-study. Following data were obtained: 100% of students have cell phones, 95% of them - smart phones to access the Internet. The data allow us to conclude the technical readiness of students to the use of mobile technology in the learning process. Also, 87% of respondents expressed a desire to exploit the potential of mobile technology in the study of a foreign language, and in particular, during independent work. Students cited the following arguments: "the phone is always on hand", "you can get information at any place and at any time", "time spent on public transport, queues, traffic jams can be devoted to the study of a foreign language", "access to video and audio files in a foreign language". It is also significant that 75% of the students expressed their fears that without consultation and monitoring of teacher self can not cope with this activity as "do not know where to start."

Such an understanding of the essence of mobile learning as a means of intensification of students' independent work allows you to select the function.

Motivational function. The current generation of students in the foreign literature is defined as "always-on generation" (always on the Internet). With this in mind, perhaps to strengthen students' independent work in any subject, take it to a new "mobile" level. Educational mobile applications are unconventional and relevance of the organization of independent work, causing the interest of students. Independent educational activity is timely, adequate and personalization ("just-in-time", "just enough", "just-for-me"),

which creates positive attitudes towards independent work: relaxation, psychological discharge, helps to intensify training cognitive activity.

Learning function. Access anywhere and at any time to a variety of types of tasks aimed at the development of receptive and productive foreign-language skills, which are a kind of continuation of the work carried out within the framework of classroom lessons. Systematic execution of tasks, consultation with the teacher in the course of independent work enhances the quality of students' knowledge on the subject "Foreign Language".

Developmental function. Systematically independent work has a significant impact on the educational and cognitive and personal development of the student. The student becomes more independent in finding information and its assessment, less likely to seek help from a teacher, to develop information competence and independence training.

Educational function. Active individualized independent work affects the personality characteristics of students developing their hard work, emotional and volitional, skills, self-reflection, "the trainees form a creative, constructive and active setting for future profession, a sense of civic and professional responsibility for their performance."

Independent function. A key aspect of mobile learning is its focus on an effective independent work. In the context of modern society information particular importance on their own skills to extract information, to receive it, synthesize, produce, and distribute the resulting new. Work with educational mobile applications offers a variety of tasks, flexible timetable for their implementation; examination of the information provided, as well as stimulates the search for a new; organize systematic feedback; timely monitoring and adjustment of self-activity of the student. These features suggest the formation of students' ability and desire to learn independently, and create conditions for independent use of different sources of information and its evaluation.

Taking into account the numerous positive aspects of the use of mobile technology in the learning process, however it should be noted and the existing disadvantages:

- Teachers do not always have (as opposed to students) the appropriate level of competence that allows them to implement in the traditional form of learning tasks based on mobile technologies, use of existing educational applications for mobile devices, to provide interactive support the learning process, to develop the competence of the students themselves in this area;

- At the moment is not enough ready mobile training resources and programs, although it should be noted that foreign language teachers are in a better position: there is a variety of different applications and games in foreign languages;

- Unwillingness of the majority of students a structured use of mobile technology in the performance of independent work.

In conclusion, it can be noted correctly, the advent and popularity of mobile technology has ushered in an era of Communication Revolution. Such is the effect of this revolution that pretty every student you come across has a mobile phone. Students are using the mobiles in colleges, universities, secondary and primary schools. And owing to the influence of this technology we will get more educational results in future.

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МОБИЛЬНОЕ ОБУЧЕНИЕ В ПРЕПОДАВАНИИ ИНОСТРАННОГО ЯЗЫКА

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Аннотация

Технология является очень значимой частью обучения языку во всем мире. Начало XXI века характеризуется интенсивным процессом внедрения новых информационно-коммуникационных технологий в преподавание иностранных языков, созданием новых и инновационных форм обучения и подготовки кадров. Мобильное обучение иностранному языку является формой организации и управления процессом обучения, основанные на использовании мобильных устройств связи.

Ключевые слова: мобильное обучение, иностранное обучение, обучение лексике, инновационное (творческое) мышление.

USING MOBILE TECHNOLOGIES IN THE EFL CLASSROOM

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Abstract
The article deals with the choice of mobile technologies to teach English to high school students. The role of technology is learning a foreign language is discussed. The advantages of some of the technology tools for educational purposes are described.
Keywords: learning; English; mobile devices.

Introduction

Over the past few decades, the technology has made a giant leap forward. The advances in digital technology have influenced a lot how teachers teach and learners learn. One of the recent trends is the use of mobile apps for in-class and outside-class learning. The efficiency of mobile devices for educational purposes has been tested in a number of studies aimed to implement activities entailing the use of such devices and to learn their impact on students' learning [1-3].

Although most teachers feel quite comfortable in adopting mobile technologies for educational purposes, there are some issues which some of the teachers might find off-putting, These might include lack of knowledge of how technology works, feeling that students are more advanced in using the technology, fears of the technology distracting from real learning and even the amount of effort to put into designing activities with the technology.

Coping with challenges of bringing technology into the classroom

Obviously, inclusion of mobile technologies in classroom learning can increase the impact of learning and benefit both teachers and students. This consideration remains the driving force encouraging teachers to handle the challenges of using technology in their teaching.

The most important thing to do is to make sure that adopting a certain technology is worth the effort. This means that teachers should not use mobile apps for the sake of using them. Instead, there must be a need or reason to do so. For example, it helps learners to memorize new words faster, or it facilitates learning of a grammar pattern, or it provides sufficient drilling of the rule.

Another important consideration is confidence in using technology. To prevent unexpected failures or troubles in the classroom when using mobile applications, it is necessary to get some prior experience of working with the app before giving instructions to your students. The teacher can study the technology and feel confident when using it in the classroom. The fact that most software tools come with manuals and tutorials gives most teachers peace of mind and build up their confidence. They can teach students on how to use the technology and answer their questions without fear. What is more, pre-class testing of several apps might help teachers to select the one which is the most appropriate for a particular purpose and put aside those which are not that comfortable or effective.

A distractor vs. a useful tool

One of the popular beliefs of many teachers is that students are overloaded with technology and they do not need it in the classroom. They see a mobile device as a distraction rather than a practical tool to be integrated with the students' learning. However, one cannot deny that mobile devices paly a very important role in the learners' lives. The current age students belong to the so-called "generation Z", whose lives are all about using smartphones, laptops, tablets and using the Internet. They have no fear of using technology and they even feel uncomfortable if they cannot use their favorite device for a while. Modern teenage students are willing to use the technology and teachers can take advantage of this. Instead of prohibiting mobile devices they should integrate the mobile devices with the educational process to accomplish some practical goals.

One of the recent surveys (Student Pulse Survey, 2017) polled more than 500 college students about digital devices, textbooks and learning. The findings were quite surprising - 94 percent of students said "they want to use their cell phones in class for academic purposes" [4].

The survey also found that 75 percent of students "believe using personal devices in the classroom has improved their ability to learn and retain information" [ibid]. Another study, which was published in 2016, found that although seven out of 10 of students interviewed think mobile phones support learning [5]. This brings us to the conclusion that students are willing to use mobile devices for learning purposes, and teachers should find ways to bring technology into the classroom.

Incorporating mobile learning into the classroom

One of the problems related to using mobile devices in the classroom is that teachers their primary function is not to educate but to provide their users with technical resources for communication. In fact, lots of features of mobile devices can be applied in the classroom learning. Some of the most typical activities include:

- using apps for assignments to be accomplished in the classroom;
- searching for answers to in-class questions
- accessing digital textbooks;
- using e-learning platforms and resources;
- taking pictures of the slides and other learning materials;
- taking tests.

Most smartphones have features which allow for the abovementioned activities in the classroom. With this in mind, it is noteworthy to look at some of the opportunities that mobile apps open up for students. Firstly, technology enhances active learning; student engagement can be increased through online quizzes and questionnaires. They share the information, work collaboratively on the projects and interact with each other and the teacher. Secondly, mobile apps make it possible for teachers to get students feedback on the learning materials and assignments. Data which the teacher obtains can be used for further analysis of students' progress and help to customize their learning. Thirdly, mobile apps can help teachers to use a variety of new methods and make learning more engaging. For example, some of the apps can be used for "gamification" of the classroom to achieve the learning goals in a fun manner. Fourthly, technology tools provide access to the information which is up-to-date. For many students it is really important to get the feeling that they keep up with the time. And finally, using mobile apps increases digital literacy of students, they become more confident with technology ad learn how to use it beneficially.

Conclusion

No one can deny that mobile devices can be used in the classroom for educational purposes, and the number of available mobile apps is increasing daily. Yet, selecting the technology can be a challenging task as the teachers have to bear in mind that the device or the app they are using is fitting into the learning objective and helps to acheive the desirable learning outcomes..

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ИСПОЛЬЗОВАНИЕ МОБИЛЬНЫХ ТЕХНОЛОГИЙ В ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ

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Аннотация

Статья посвящена особенностям ускользания мобильных технологий в целях обучения английскому языку старшеклассников. Отмечается роль технологии в изучении иностранного языка. Описаны преимущества применения мобильных технологий для образовательных целей.

Ключевые слова: обучение; английский; мобильные устройства.

MULTIMEDIA ENVIRONMENT FOR TEACHING FOREIGN LANGUAGES TO PERSONS WITH DISABILITIES

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Abstract

The article deals with the problem of increasing the educational potential of students with disabilities. The emphasis is on creating a multimedia environment for learning a foreign language, contributing to the effective social adaptation of students with disabilities to the medium of university. The system of principles to ensure the optimal inclusion of such students in the environment of universities is determined. The components forming the learning and information multimedia environment when learning foreign language are described.

Keywords: adaptation, foreign language, multimedia environment, persons with disabilities, tolerance.

According to the Federal State Statistics Service, the total share of people with disabilities in Russia is more than 11 million people. High rates of disability are also presented among children and adolescents.

In this situation, the question of the day is to increase the educational potential of young people with disabilities with the aim of further employment. At the same time, one of the most powerful adaptation tools is the learning process at a higher education institution, because, in addition to acquiring a specialty, students with disabilities get the opportunity to communicate with peers, and, consequently, the opportunity to enrich their social, communicative experience that contributes to the active inclusion of this category in social relationship.

In combination with the specifics of disability, features of social status, this problem becomes quite significant and affects the success of the individual's social functioning.

Currently, there is a real contradiction between the special needs of students with disabilities in creating optimal learning conditions and the presence of these conditions in universities. It makes particularly relevant to create a multimedia environment that provides effective social adaptation of students with disabilities to the university conditions.

It is also necessary to develop a system of principles designed to ensure the optimal inclusion of students with disabilities in the environment of universities. An educational organization is obliged to create in its collective a professional and sociocultural tolerant environment necessary for the formation of a civil, legal and professional position of complicity, the readiness of all members of the collective to communicate and cooperate, and the ability to tolerate social, personal and cultural differences.

The developing multimedia environment is designed to provide wider access for students with disabilities to the educational resources of the department of foreign languages, a friendly interface for interactive communication with the teacher and inclusion in the social life of students. It is necessary to combine on-line and off-line technologies, as well as individual and collective forms of work in educational process.

The training of students with disabilities should be implemented as an integral pedagogical process, which is a decisive factor in the professional training of a disabled person to work in the modern information environment.

The multimedia educational environment is considered as the specially organized information environment of the university, aimed at achieving the ultimate goals of teaching people with disabilities, which has an active influence on the educational process by the use of communication and information technologies.

The process of organizing such an environment involves:

• managerial and academic staff of a technical university, which defines the general requirements for students with disabilities, taking into account the traditions of professional training of a particular educational institution;

• teacher, determining the content of the course program, the choice of educational and methodical literature, technology and teaching methods.

Educational and informational multimedia environment, organized in the process of learning a foreign language, has its own characteristics, components and characteristics that contribute to the formation of the readiness of students with disabilities to professional educational activity in modern information environment [1].

The introduction of specialized adaptation disciplines (modules) into the main educational programs is intended for additional individualized correction of educational and communication skills violations, professional and social adaptation at the stage of higher education.

The main components forming the learning and information multimedia environment in foreign language classes are teacher, student, study group, teaching aids, computer equipment, necessary software, didactic materials. The logistical support of the educational and informational environment is formed by computer tools and software products. Informational and methodological support includes software, teaching aids, didactical materials, and a teacher. Communicational support consists of a teacher, a student, and a study group.

The teacher's role should be reduced to defining and putting into practice the program and methods of teaching a foreign language course, the content of this course and specific educational topics, taking into account the individual characteristics of people with disabilities. In the absence of a standard program, it is the teacher and his professional qualification ensures the success of the training.

He develops, if necessary, an individual curricula and individual training schedules for people with disabilities.

Students with disabilities, like all other students, can be studied on an individual curriculum in a timely manner, taking into account the characteristics and educational needs of a particular student.

The choice of teaching methods is determined by the content of training, the level of teacher professional training, methodological and material and technical support, so as the peculiarities of perception of educational information of disabled students and students with disabilities. In the educational process, it is recommended to use socially-active and reflexive teaching methods, technologies of social and cultural rehabilitation in order to assist in establishing full-fledged interpersonal relations with other students, creating a comfortable psychological climate in the student group.

An equally important component of the learning and information environment is the study group in which a student with disabilities studies.

An educational organization is obliged to create in its collective a professional and sociocultural tolerant environment necessary for the formation of a civil, legal and professional position of complicity, the readiness of all members of the collective to communicate and cooperate, and the ability to tolerate social, personal and cultural differences.

For the implementation of personal, individualized social support for students with disabilities, it is advisable to introduce such a form of support as a volunteer movement among students. The volunteer movement not only contributes to the socialization of persons with disabilities, but also promotes the rest of the students towards them, develops integration processes among the youth, which will necessarily manifest from the positive side in the future in public life.

Taking into account the main trends of humanization, it is assumed that the student, his personal development and professional development should be in the center of the educational process. Special attention is paid to the autonomy of students, which refers to their ability to learn more productively, to take responsibility for the effectiveness of their studies during their time at the university, to acquire skills and abilities that allow for self-education and self-improvement after graduation. The independence of the student, his autonomy, manifested in the fact that a person is to a large extent his own teacher and is responsible for his teaching, is in itself a very important goal in teaching a foreign language.

The educational information multimedia environment is an integral component of the information environment of the university, and it is considered at the same time both as a mean of learning and as a mean of solving professionally oriented tasks.

It also includes global and local networks that provide students with access to important professional information. The use of computer telecommunications in the process of teaching technical translation allows students to provide authentic information materials reflecting the current state of foreign science and technology, as well as features of a foreign language at the current time.

One of the defining components that form the learning and information environment is software. It is the software that determines which information technology can be used in solving educational problems [1].

In the classroom, you should use the software that is considered the most relevant and accessible, since the main task of training is to form the student's readiness for professional activity in the modern information environment.

Teaching materials are also constituent elements of the educational and informational multimedia environment in the foreign language classes. These include video films, videos, audio recordings, television, as well as various textbooks, lecture notes.

Students with disabilities, unlike other students, have their own specific features of perception, material processing. In this regard, the choice and development of training materials should be made taking into account the provision of this material in various forms so that people with hearing disabilities receive information visually, with visual impairments - audially (for example, using speech synthesizer programs) or using typhoid information devices.

In order to implement the procedures for monitoring performance and intermediate certification of students, the educational organization should create funds of assessment tools adapted for people with disabilities and allowing them to evaluate the achievement

of the learning outcomes planned in the main educational program and the level of development of all competencies stated in the educational program.

Studies show that the system-holistic and communicative approaches in the formation of the professional readiness of persons with disabilities will be provided precisely in a multimedia environment of teaching a foreign language, if a number of requirements are taken into account in the process of its creation [3].

The specifics of training people with disabilities in higher education should be combined with special, information-computer, as well as language training, taking into account the individual characteristics of students.

The professional orientation of the training will be ensured by the adequacy of the multimedia environment of learning a foreign language to the professional environment of a specialist.

It is necessary to take into account a flexible response to changes in the social order of society for the preparation of a modern specialist, as well as the traditions of the professional training of a particular technical university.

Based on the requirements a multimedia learning environment for teaching foreign languages to students with disabilities is able to ensure at a sufficient level of their professional readiness formation in the process of mastering a foreign language.

Analyzing the current state of vocational training of students with disabilities, we can draw the following conclusions:

• there is practically no methodological system ensuring the formation of the professional readiness of students with disabilities in a multimedia environment for teaching a foreign language;

• in such environment organization, as a rule, there is no target component aimed at resolving issues related to the peculiarities of the formation of persons with disabilities readiness to professional activities in the modern information environment.

Our research and practice in a technical university showed that the effectiveness of vocational training for people with disabilities in the process of mastering technical translation skills would be achieved if the system-holistic and communicative approach is implemented with its organization. The didactic tool for the formation of the professional readiness of technical universities graduates is the new information technologies.

The stable functioning of the educational structure is determined by the creation of a multi-level system of didactic conditions, each level of which determines the interaction of its components.

For the formation of specialist readiness in a multimedia environment for teaching a foreign language to people with disabilities, it is necessary to create conditions for the effective organization of its learning and cognitive activity in the process of learning a foreign language.

The system-holistic approach should provide professional orientation of the educational process through modeling and targeted organization of the process of forming foreign language knowledge of the student, professional adaptation in the context of educational and information professional-oriented learning environment, systematization of the selection of the content of teaching foreign language.

The organization of a multimedia environment for teaching a foreign language, implementing a target component aimed at resolving issues related to the peculiarities of preparing people with disabilities for professional activities in the modern information environment, involves:

• systematic development of methodological principles for the organization of classes using information and computer technologies;

• environment focusing on the activation of educational activity of students with disabilities using information technology tools.

The choice of the foreign language learning content should be based on the principles of scientific, professional orientation and systematic.

In the process of technical translation teaching, it is necessary to apply new organizational forms and methods using computer technologies, which contributes to the formation of skills for searching and processing professionally important information in the modern information environment.

Educational, methodical and programmed didactic support of the process of teaching a foreign language should include:

• creation a software corresponding to the content of teaching foreign language to people with disabilities and meeting psychological and pedagogical requirements, focused on solving pedagogical problems, as well as the availability of guidelines for their use in the educational process of a technical university;

• representing of modern software and hardware for the development of didactic materials and documents on the organization of the educational process, training management, the creation of training and monitoring programs;

• software flexibility and its adaptability to the individual characteristics of students with disabilities;

• compliance of the foreign language teaching methodology with the general strategy of the educational process.

Created on the implementation of these requirements, a multimedia environment for teaching foreign languages to people with disabilities is able to provide a high level of professional readiness for such students.

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МУЛЬТИМЕДИЙНАЯ СРЕДА ОБУЧЕНИЯ ИНОСТРАННОМУ ЯЗЫКУ ЛИЦ С ОГРАНИЧЕННЫМИ ВОЗМОЖНОСТЯМИ ЗДОРОВЬЯ

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Аннотация
В статье рассматривается проблема повышения образовательного потенциала студентов с ограниченными возможностями здоровья. Акцент

делается на создание мультимедийной среды обучения иностранному языку, способствующей эффективной социальной адаптации студентов с инвалидностью к условиям вуза. Определяется система принципов, призванных обеспечить оптимальное включение таких студентов в среду вузов. Описываются компоненты, формирующие учебно-информационную мультимедийную среду на занятиях по иностранному языку.

Ключевые слова: *адаптация, иностранный язык, лица с ограниченными возможностями здоровья, мультимедийная среда, толерантность.*

OFFICIAL WEBSITES AS A MULTIPURPOSE TOOL
IN TEACHING ESP

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Abstract
The paper touches upon aspects of applying Internet resources in teaching ESP for university students. In particular, it deals with official websites of English-speaking world realia treated as a multipurpose educational tool. The definition for the notion of the official website of English-speaking world realia is given, and its specific features are discussed, as well as its potential in the language learning process. The use of official websites of English-speaking world realia is dwelled upon as opposed to the use of traditional teaching means (such as textbooks and teaching reference materials) and to the use of other internet resources (such as online dictionaries, encyclopedias, YouTube channels, TED videos, etc). The paper also features a case study illustrating a possible scenario of how work with the teaching tool under study may be organized, and how some specific difficulties in applying such material can be contended with.

Keywords: Internet resources, multipurpose educational tool, official websites of English-speaking world realia, teaching ESP.

Introduction

The state education standard for higher education (further referred to as *the Standard*) introduces the notion of professional objects that graduates of the program are to be ready to work with. For the area of advertising and communications these would be organizations of various types: state, non-profit and profit-making organizations, featuring the media, educational and industrial ones as well [4, p. 3-4]. With present-day availability and role of digital information technologies, the nearest approximations to real-life objects are their online representations, that is to say their official websites on the Internet. For these reasons, it is clear how important it is to use them as educational resources in the course of university studies.

If we proceed from the content and language integrated learning approach, teaching modern languages is to contribute to the general goals set by the Standard. Therefore, we consider official websites of English-speaking world realia as an important educational resource in the view of its great potential in forming a number of important competences in students. It is noteworthy to say that incorporating such learning content meets the two most important teaching principles: sufficiency of content in relation to the goal pursued and accessibility of educational resources [2, p. 282].

Characteristics and goals

"A website or Web site is a collection of related network web resources, such as web pages, multimedia content, which are typically identified with a common domain name, and published on at least one web server" [1]. For the purposes of our research we would have to specify the notion of 'official website' which would be understood here as a website serving a representation of a real-life object, acknowledged 'official' by the owner of the website, or when the real-life object and the owner of the website are the same.

Among the main functions of the category of websites under study are a combination of representational, informative and promotional ones, which clearly sets them apart from other most commonly distinguished website types: social networks (functions of interaction and entertainment), e-trading websites (sales), encyclopedic websites (informative function), educational resources (educational function) and so on. Official websites of English-speaking world realia fall into three main categories according to the object they represent in the World Wide Web: websites of organizations, websites of personalities and websites of events, with the prevalence of the first type. Teaching ESP to students of advertising and communications would focus us on official websites of

- industrial companies,
- advertising and marketing agencies,
- any other business enterprises,
- brands,
- universities offering programmes in advertising and communications,
- governmental executive bodies of various types (local council, police department, mayor of the city, transport department),
- organizations of international cooperation (UN, UNESCO, UNICEF, WWF, European Council, WWO),
- any other organization which may be considered a potential client in need of advertising or PR services (museums, national parks, etc).

Official websites are usually well-developed unities of multi-page and multi-layer structure with a distinguished leading role of the main page. Besides the main page there typically would be found such sections as 'About' or 'About this site', 'Contact us', 'Media centre' or 'Press-releases', 'News', 'Events', 'History', 'Forum', 'FAQ'. All such websites are built on the Web 2.0 technology and, thus, are of more of less interactive nature.

The variety and depth of the content of an official website, both verbal and multimedia, determine its high potential as an efficient multipurpose educational tool in teaching languages to students of higher education. It covers nearly every commonly known aspect of communicative competence acquisition: from motivation to culture and country studies. More than that, its application provides the necessary conditions for forming other profession-related competences.

It will be convenient to consider the matter in more detail following the list of competences set as requirements to the graduate of advertising and communications programme by the corresponding Standard [4, p. 6-11].

Communicative competence is treated in the Standard as a basic cultural competence and defined as 'being capable of written and oral communication in Russian and foreign languages to carry out interpersonal and intercultural interaction'. Here we see the most powerful potential in developing *linguo-cultural* subcompetence allowing the students to learn ESP in social and cultural contexts that are built by the all-embracing world of the official website. Studying the official website of a realia would effectively create a comprehensive 'linguo-cultural' picture in the mind of a student due to the biggest number of links and the most updated nature of information provided by the website, with which no other educational resource would be able to compete.

Working with the official website provides numerous opportunities for developing other subcompetences of the communicative competence as well. *Language* subcompetence may be enhanced through various lexically targeted tasks, such as

building topic-related word-clusters on the base of the website materials, studying collocations of active vocabulary, studying functional language of the website activity area and functional language of Internet discourse in general. While studying the official website the student is constantly involved in doing a lot of speech perception – intensive listening and reading comprehension of authentic materials. Besides, due to the materials' non-adapted character students frequently find themselves in situations activating their language compensatory skills – thus, the teacher may use the official website as a tool for developing elements of *strategic* subcompetence.

A separate word should be said about maintaining *social* competence in students through using official websites of English-speaking world realia. As our practice proved, using this tool generated positive motivation towards fulfilling the task in 100 % of students, responding to their various individual needs, such as habitual use of Internet technology, satisfying one's cognitive interests in the sphere of profession and culture, interest in intercultural communication, etc. Further in this line, as P.V. Sysoev remarks, applying information technologies predetermines creating individual educational trajectories and activating independent study modes [3, p.86], which lead to deeper levels of personal involvement and better professional awareness and performance in university graduates.

Besides communicative competence, the potential of the official website of English-speaking world realia as an educational tool may be realized in building other professional competences assigned by the Standard [4, p.9-11]: *information* competence including internet safety issues, *analytical* and *evaluation* professional competences.

Application and results

In this part of the paper we will describe a possible scenario of how work with the official website of English-speaking world realia may be organized, and how some specific difficulties in applying such material can be contended with.

The work described was done with graduate-year students of advertising and communications in the course of "Foreign Language for Advertising and Public Relations". Within its framework students study the topic 'Brand', and one of the course objectives is maintaining presentation skills, performing in intercultural environment.

At the end of the topic study the students were involved into a number of speech development tasks, including discussion about effective brand management strategies, product life-cycle patterns, brand relaunching procedures and the role of commissioning a specialist agency in that. In the course of the discussion, the teacher asked the students which advertising agencies they knew, locally and internationally. The students found it hard to remember any agencies which operate internationally, and some expressed interest and desire to learn more. Using the 'why don't we…' technique ('Why don't we search the Net and see what leaders of the market are in this area') the teacher initiated web search for official websites in question. Work was done individually, and then the students shared their findings and explained their choice of agency according to the AIDA model (Attention-Interest-Desire-Action). It should be noted that all the students were willing to participate in the activity, and it took longer than planned for the students getting more involved.

The teacher then drew the students' attention to the fact that the website itself should appear to be an interesting object of study and suggested the students prepare and deliver a presentation of the official website of the promotional agency they had chosen.

Their home task at this stage included studying the website, choosing what to talk about and drafting the presentation. It was initiated by the students that the task should be

done as group work. This was followed by a joint teacher-student brainstorming session to elaborate the aspects for analysis and to agree upon the criteria of assessment. In this connection it is important to mention that we generally follow the 'personality and activity approach' towards organizing the educational process and encourage the students to take an active part in peer- and self-assessment and evaluation.

The next stage of work was targeted at eliminating language difficulties connected with signposting language of the presentation and some specialist vocabulary in question – the students worked with vocabulary cards and drilling exercises.

The presentation delivery stage focused on 1) intensive prepared and unprepared speech practice demonstrating the students' individual outlook on the issues under study, 2) peer- and self-evaluation practice, together with intensive use of analytical skills, 3) operational knowledge regarding various aspects of presentation-making, 4) new vocabulary and basic vocabulary used in a natural realistic quasi-professional situation.

During the feedback session the students stressed it as important that by studying such objects as official websites of English-speaking world realia they acquire hands-on experience in dealing with authentic professional intercultural contexts, which facilitates building a clearer vision of the area of their professional activity. They also stated that the websites might be used for their research work and course projects. Moreover, some students turned to the website in doing further tasks requiring processing real-life factual information.

Thus, it can be seen that the work described in this part of the paper was aimed at the students' progressing in a number of competences, including the social, strategic, linguo-cultural, language, information and analytical and evaluation professional competences.

Conclusion

The term 'website' conventionally collocates with 'resource' in educational as well as other broader contexts. However, we believe that its role in teaching ESL may and should be more active – it should be a tool for achieving educational goals, and the teacher should use it in a purposeful and organized way.

As experimental work proves, the most evident objectives in using official websites of English-speaking world realia in teaching ESP will include enlarging one's vocabulary scope in a given area or situation, maintaining better awareness of the socio-cultural environment that the object under study exists in, developing one's presentation speaking skills in a variety of classroom speaking activities. Importantly, working with official websites of English-speaking world realia is building on one's experience of web surfing and information processing, which is, arguably, considered as one of crucially important life skills in every type of occupation.

The experience of including official websites of English-speaking world realia into objects of study will enhance students' information and analytical professional competence, as it gives them an opportunity for enlarging the scale of their research work up to the international level.

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ОФИЦИАЛЬНЫЕ ИНТЕРНЕТ-САЙТЫ КАК КОМПЛЕКСНОЕ СРЕДСТВО ОБУЧЕНИЯ ИНОСТРАННОМУ ЯЗЫКУ В ПРОФЕССИОНАЛЬНЫХ ЦЕЛЯХ

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Аннотация

Статья освещает вопросы применения интернет-ресурсов в обучении профессионально ориентированному английскому языку в вузе. В частности, рассматриваются официальные интернет-сайты реалий англоязычного мира в качестве комплексного средства обучения. Дается определение официальных интернет-сайтов, рассматриваются их основные характеристики, а также потенциальные возможности применения в процессе обучения иностранному языку. В работе уточняются отличия использования данного средства обучения от традиционных (таких как учебник и учебные пособия), а также от использования интернет-ресурсов других видов (таких как онлайн словарей, энциклопедий, каналов видеохостинга YouTube, видео просветительского проекта TED videos и т.д.) В статье также приводится пример возможного сценария применения официальных интернет-сайтов реалий англоязычного мира в процессе обучения иностранному языку, а также упоминаются приемы снятия трудностей в данного вида работе.

Ключевые слова*: английский язык для специальных целей, интернет-ресурсы, комплексное средство обучения, официальные интернет-сайты.*

BENEFITS OF E-LEARNING AND BLENDED LEARNING IN ESP TEACHING

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Abstract

The article is devoted to the role of the Internet and computer technologies in modern education. The purpose of the article is to highlight the advantages of e-learning and blended learning in ESP teaching. The research proves that a virtual learning environment provides the students with all essential resources for ESP mastering.

The authors come to the conclusion that these high potential approaches can greatly enhance the system of higher education.

Keywords*: language learning approach, e-learning, blended learning, Internet, ESP*

Nowadays when people spend lots of time online, educational institutions have to adapt to Net Generation students who have grown up in the age of information and communication technology.

It is almost impossible to imagine our life without a computer and the Internet as they've entered all the areas of our life and changed them greatly. People quickly got used to the simplicity of access to any information, social networks, business sites and educational resources.

English for Specific Purposes (ESP) is a discipline of English language instruction that focuses on language teaching in specific professional areas.

Technological innovations have led to the development of two approaches to foreign language teaching, whether ESP or general English: e-learning and blended learning.

The purpose of the research is to reveal three major benefits of e-learning and blended learning in ESP teaching.

In this article we sum up opinions of scientists on positive aspects of the technology influence on English language acquisition. For writing this review we used articles devoted to e-learning and blended learning in teaching both ESP and General English as their principles are mostly common.

There are several factors that lie behind academic effectiveness of the above-mentioned methods.

E-learning, as a system based on teaching with the help of electronic resources, is not fully suitable for developing communication skills in foreign languages, though it is quite applicable for mastering grammar and enriching students' vocabulary [2].

Among the numerous examples of exercises one should mention vocabulary and grammar quizzes, answering questions after reading texts, working with audio and video recourses.

Despite being accessible 24/7, anywhere, anytime, it was not accepted by schools, colleges and universities as it was assumed that this system lacked the human element

required in learning [2], whereas the educational potential of blended learning is highly appreciated by specialists.

Blended learning in a modern educational environment includes three main components: full-time learning, self-study and online learning. Full-time (or face to face) training is carried out by teachers in classes or via webinars. During such classes a teacher works directly with a group of students. Self-study motivates students to work independently using a variety of electronic resources [7]. In this sense self-study is similar to e-learning. Online collaborative learning implies the work of teachers and students online in holding a forum debate, using video conferencing or brainstorming new ideas [8, 9].

Both e-learning and blended learning are successfully applied by colleges, universities as well as by private online schools of foreign languages to provide learners with their own ESP training programs.

There are several different reasons why blended learning is effective for students.

Firstly, it includes visual, auditory, and written components to encompass all different kinds of learning styles improving comprehension.

It also allows the students to process information at their own pace working witha variety of Internet resources.

Having so many different learning components helps to keep learners fully engaged and interested in activities.

It is also easier for teachers to track the students' level of understanding of the material by asking questions regularly, and having all students answer (not just verbally) or ask questions on the issues provided in previous classes to see how much students remember. It is easy to integrate these questions on previous topics into classes systematically and to vary the way in which knowledge is tested through different types of tasks (multiple choice, matching words, etc).

Thus, there are a lot of private online courses that use blended learning approach in ESP teaching, it is important to emphasize that higher institutions have more opportunities for the development of efficient ESP training programs.

In some Universities, for example, Technical University of Košice in Slovakia, the basic study material has been carefully selected and adapted in close cooperation with the technically oriented departments. Reading technical publications, handbooks, or journals to keep abreast of professional developments, writing technical publications and technical reports, giving presentations, negotiating, telephoning, taking part in technical discussions at conferences, seminars, exhibitions and other technical meetings became a part of their ESP training program[1].

Positive academic results achieved by teachers using E-learning and blended learning in ESP teaching in different countries prove the necessity of widespread blended learning implementation in academic sector.

Psychological advantages are based primarily on the combination of traditional and new technological approaches, as "the face-to-face communication enables the students to get to know each other, to become familiar with the objectives and procedures of the courses, to develop a shared community, and to be provided with the reassurance and reinforcement best achievable in one-to-one and in group face-to-face interaction... the online elements, in their turn, are able to provide students with the opportunities to do individual tasks, work in their own time at their own pace and to collaborate with other students on shared projects in ways which they could not have done in the classroom" [6, p.61].

The results of the online survey reported by T. Dewar and D. Whittington showed that blended learning is highly appreciated by learners due to the following reasons: "ability to match learning styles (80%); individually tailored solutions (70%); improve the learning rate (62%); exploit the investments they have already made in re-usable training resources (59%); shortage of time to use purely classroom events (57%)"[3; p.5].

Another survey of psychological factors involved in ESP acquisition through blended learning made by Iu. Lungu at the end of the academic year 2011-2012 showed a high level of satisfaction. The students appreciated most the opportunity to communicate quickly with the tutor via e-mail, spend less time attending classes, and establish good rapport in the group. All participants expressed their wish to attend another blended-learning course after this experience [5].

Financial benefits of e-learning and blended learning have the potential of being cost effective for students and, at the same time, profitable for those who offer courses based on computer technologies.

For many people a significant percentage of traditional training costs are spent on transport and accommodation. The use of e-learning and blended learning can dramatically lower those costs for students.

Also, there is no need to copy thousands of papers or to buy books, notebooks, pencils, and pens because the materials are gathered online at one place, available to download, read, edit, and send back.

All the listed reasons are fully true for general English and ESP. Besides, as many students, who start studying ESP, already have jobs, their work time is not sacrificed for training. It becomes a crucial factor in choosing between traditional approach and blended learning.

As for commercial aspect, creating and selling online courses is a fast growing market all over the world now. According to recent data, the global e-learning market is going to reach $325 billion by 2025 [4], that figures prove an increasing demand in online learning.

The results of this research show that the application of e-learning and blended learning offers endless possibilities in ESP teaching. Academic, psychological and financial benefits of the approaches indicate the necessity to integrate computer technologies into everyday educational practices on a large scale.

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ПРЕИМУЩЕСТВА ПРИМЕНЕНИЯ ЭЛЕКТРОННЫХ И СМЕШАННЫХ ОБРАЗОВАТЕЛЬНЫХ ТЕХНОЛОГИЙ В ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ ДЛЯ СПЕЦИАЛЬНЫХ ЦЕЛЕЙ

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Аннотация
Статья посвящена раскрытию роли Интернета и компьютерных технологий в современном образовании. Целью статьи является выявление преимуществ применения электронного и смешанного обучения иностранному языку для специальных целей. Исследование доказывает, что виртуальная учебная среда обеспечивают студентов всем необходимым набором ресурсов для успешного изучения иностранного языка для специальных целей.

Авторы приходят к выводу, что данные подходы обладают высоким потенциалом в способности качественно улучшить систему высшего образования.

Ключевые слова: *подход к изучению языка, электронное обучение, смешанное обучение, Интернет, ESP.*

Научное электронное издание

ENGLISH FOR SPECIFIC PURPOSES:
BUILDING BRIDGES FOR BRIDGING GAPS

PROCEEDINGS
OF THE 4th INTERNATIONAL SCIENTIFIC AND PRACTICAL CONFERENCE

May 16 – 18, 2019
Tambov

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16 – 18 мая 2019 года
Тамбов