

**Міністерство освіти і науки України
Уманський державний педагогічний університет
імені Павла Тичини
Британська Рада в Україні
Українська асоціація дослідників освіти
Офіс трансатлантичної мобільності університету
імені Адама Міцкевича**

**ТРАНСФОРМАЦІЇ В УКРАЇНСЬКІЙ ОСВІТІ І
НАУКОВИХ ДОСЛІДЖЕННЯХ: СВІТОВИЙ
КОНТЕКСТ**

**МАТЕРІАЛИ
Міжнародної наукової конференції**

ЧАСТИНА II

Умань 2017

Tetiana Pogorielova
National Academy of Statistics, Accounting and Audit
(Kyiv, Ukraine)

FORMATION OF BUSINESS LANGUAGE COMMUNICATION SKILLS OF STUDENTS OF ECONOMICS

An important tendency of reforming the modern higher education system in Ukraine is the focus on deepening of international scientific and professional contacts and cooperation, more active development of academic mobility that requires from a university graduate a sufficiently higher level of knowledge and practical skills in foreign languages in order to significantly increase his competitiveness both in domestic and foreign labor market [1].

A high level of foreign language training of students should be based on the use of new educational technologies to meet the communication needs and requirements of their future professional activity.

The formation of modern professional identity requires the active involvement in this process of the entire system of future specialist training in higher education institution. Effective training programmes in all the academic disciplines should be professionally focused and developed on the interdisciplinary level.

The problems of enhancement of development of business language communication skills have been studied by many foreign and Ukrainian researchers such as J. Krandal, R.Tacker, L.Kasper, O.Bykonya, V.Borschovetska, T.Ischenko, M.Kochnyeva, Y. Semenchuk, O.Tarnopolskyy, S. Ter-Minasova and others. The result of the research included recommendations on the need of more functional approach to business language training [2], as well as more active use of communication and contextual technologies in teaching and learning as the means of effective development of business communication skills.

Theoretical analysis of psychological and educational literature, educational programmes and instructional materials, the own experience of teaching different Business English courses for students of economic specialties made it possible to come to the conclusion about the effectiveness of combination of interactive teaching methods with the content of professional disciplines. Therefore, the curriculum subjects related to business language learning should be considered as important as professionally oriented ones.

Business English course plays a significant role in personal, professional and cultural development of students of economics, broadens their professional outlook and gives an opportunity to actively use knowledge and skills of the foreign language to perform professionally-applied, creative and research tasks.

The process of business communication is a complex form of language and speaking activities aimed at establishing contacts and productive cooperation, mutual understanding, improvement of relations between business partners, and usually takes place on monological, dialogical and polylogical levels like utterance of the organizer of business negotiations, bilateral and multilateral communication. Therefore, the language training of students of economics should start with identification of typical situations of business communication in their respective spheres of economic activity (management, marketing, finance, banking, business, etc.), determining of the list of business communication skills as well as the forms and methods of their development.

Professional model of future economist should serve as the main reference point for providing high quality professional training of students. Educational and instructional activity of all departments of the higher education institution must be aimed at developing effective methods to transform cognitive and learning activity of students to professional one that can be successfully realized through the concept of contextual approach proposed by A. Verbitsky.

Contextual learning method is characterized by consistent inclusion of students as future specialists in various forms of training activities: academic (theoretical

consideration of practical issues relating to future professional activity), kvasi-professional (simulation of conditions and content of professional activities through business, functional and simulation games) and vocational training course, during which the student actualizes his practical and research skills acquired within the previous levels [3]. The process of consistent transformation to professional training activities is gradually improving professional competence of students.

The process of effective development of business language skills of students of economics can be achieved by combining communication and contextual technologies implementing in this way the principle of interdisciplinary and problem-oriented training.

Taking into consideration the fact that gaining business language skills takes place in practical classes we have to admit that quasi-professional form of training is the most effective one since it enables a student not only to master relevant language knowledge and skills but at the same time to practice some models of future professional activity.

The experience of teaching the Business English course for students of International Management has allowed to identify the consistency of acquisition of business language skills on the basis of different types of individual, pair, group and team classroom activities.

So the formation of business language and communication skills for instance on such topics Communication, Meetings, Developing Contacts, Managing People, Corporate Culture etc. should be based on gradual complication of training goals and objectives, teaching methods used as well as learning materials and tasks.

The first stage of learning activity on the topic implies a thorough lexical and grammatical training of students through the work with authentic texts, audio - and video materials, socializing on business topics, role play, independent performance of written and oral exercises.

The second step of business skills development is characterized by activating of previously learned lexical and grammatical material in the form of brainstorming, simulation training, role playing, discussion of professional situations, writing essays, business letters, resumes, describing tables and graphs etc.

The next stage implies the process of reinforcement of language and speaking skills acquired by students through the active use of such types of learning activities as debate, business play, case-study, individual and group preparation of project and research work, presentations and reviews of scientific literature and more.

A lot of learning tasks offered to students are connected with the need of making an independent choice. To achieve this objective there can be used such classroom activities as the work in small groups the aim of which is to find common solution to the problem of professional character followed by discussion of the proposed ideas, or a project development, which is a kind of collective research work. These types of classroom activities help students learn to obtain new information, take the right decisions, exercise analytical thinking, develop the skills of communicating with people with different characters, background and education.

Active teaching and learning methods greatly enhance the motivation of students to successfully master Business English course, contribute to formation and development of the ability to efficiently collaborate and communicate when working with simulated professional situations, make joint decisions, predict the consequences and take responsibility for their actions and decisions .

Conclusions.

1. The programme of the Business English course for students of economics should be built on the basis of communication needs and professional interests of students.
2. The application of communication and contextual technology in education process provides professionally oriented approach to developing students' business language skills.
3. The formation of business language and communication skills should be based on gradual complication of training goals and objectives, teaching methods used as well as learning materials and tasks.
4. Active teaching /learning methods regularly used in classroom activities increase students' motivation to learning and contribute to development of their cognitive, communicative and professional abilities.

References:

1. Закон України «Про вищу освіту» від 01.07.2014 № 1556-VII / Інтернет ресурс. – Режим доступу: <http://zakon2.rada.gov.ua/laws/show/1556-18>
2. Тер-Минасова С.Г. Язык и межкультурная коммуникация / С.Г. Тер-Минасова. – М. : Слово, 2008. – 264 с.
3. Вербицкий А.А. Контекстно-компетентный подход к модернизации образования / А.А. Вербицкий/ Инновационные проекты и программы в образовании. – 2011.- № 4. – С. 3-6.