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PRINCIPLES AND PRACTICES OF TEACHING ENGLISH TO UNDERGRADUATES MAJORING IN ECONOMICS IN CONTEMPORARY UNIVERSITY EDUCATION

Abstract

The article considers the key aspects of undergraduate students language training specializing in economics, there is the need to form their ability to function as subjects of international educational space, carrying out active cross-cultural communication as part of their professional and scientific activities. Today a Master student must be integrated into a new global post-industrial economy that has no any virtual or real boundaries. The need to work with great amount of information both on their first language, and foreign language for analyzing the situation, forecasting, and responsible choice to solve this problem, requires proficiency in a foreign language.

Keywords: language training, master studies in economics, cross-cultural communication, scientific discourse, English for academic purposes

Nowadays in the process of modernization of the educational system and integration of Russia into a common educational space special emphasis is given to graduate students' language training. In modern conditions foreign language is required with graduates mainly for deeper exploration of their specialty and for practical use in professional work and in everyday business and personal communication. Therefore, one of the most pressing challenges of teaching English at economic faculties of higher education is the formation of undergraduates use the foreign language skills for practical work on a specialty, for improvement of their skills, achieve career goals and effective business and interpersonal communication.

In the structure of modern higher education master's degree reflects primarily the educational level of high school graduates and certifies that he has skills relevant to a scientist. A specialist with a master's degree must know the methodology of scientific research, modern information technologies, methods of processing and recording of scientific information. In addition, he must possess foreign language skills of intercultural communication since the development of science currently involves active cooperation and interaction between representatives of different countries and cultures. Modern relationships in the scientific community are characterized by extensive international cooperation and active information exchange (Polenova, 2009).

Thus, today foreign language training of highly qualified graduates has a particular significance in MA course system. It aims at forming the student's ability to function as subjects of international educational space, carrying out active intercultural communication within their professional and scientific activities.

The complexity of language training of masters in economy lies in the fact that at the present in our society there is a need in the training of such a specialist who

would be able to make unconventional decisions, acquire knowledge independently and solve various problems. Future masters must not only have basic knowledge, but also be able to use a variety of techniques based on the experience gained while training. One should also consider that the linguistic competence of a Master can hardly be limited by a certain vocabulary, ability to understand the special text or the ability to keep the conversation on general and professional topics. Successful professional activity is impossible without foreign research analysis, exchange of information and experiences, as well as foreign language knowledge while it concerns non-specific requirements, but in general, confirms the need for high quality language training.

It would be right to say that knowledge of a foreign language is treated as one of the key competencies for a graduate in various training areas and reflected in the Federal State Educational Standards of Higher Education. For example, a component of the competence for students specializing in “Finance and Credit” is the ability to be fluent in a foreign language as means of professional communication.

Learning objectives concerning foreign language for graduate students specializing in economics depend primarily on the requirements of modern society to the level of education of the specialist. Also, it should be noted that new interpretation of the goals of foreign language teaching is associated with the main tenets of the modern paradigm of education. They are the following:

- focus on continuity of education,
- the priority of independent work,
- self-control and self-esteem,
- willingness to work with modern sources of information will help students to master communication skills.

The official documents of the Council of Europe represent modern understanding of the purpose of learning a foreign language that is the development of communication skills for everyday issues, exchange information in a foreign language, the ability to deliver thoughts and feelings in the process of communication, to understand culture and way of life of other peoples.

In the process of teaching a foreign language the goal in a certain way affects the content, methods and forms of education. As a rule, in the process of learning the foreign language implements the following interrelated goals: practical, educational and developmental. While teaching undergraduates their practical goals are focused primarily on language acquisition in the context of professional communication, educational objectives are aimed at improving the general culture, gaining interdisciplinary knowledge, mastering various skills and abilities. Also, educational goals are aimed at the development of intellectual, emotional and motivational sphere of a person, the formation of self-awareness and personal reflection; the formation of scientific outlook, responsibility and tolerance of the future specialist.

In the process of teaching a foreign language practical educational purposes are defined by the social order of society that is the achieving a level of communicative competence that would allow to carry out professional activities in international environment effectively.

Let's look at what should be the essence of language training in the Master Course in detail. On the one hand, language component involves further development and improvement of students' language skills pledged by the Bachelor training course. On the other hand, Master Course should form the ability allowing the graduate to perform the functions described by the qualification characteristics. Therefore, defining the objectives and content of foreign language teaching in the master's economic profile, it must be remembered that foreign language course should foster skills in analytical (informational and forecasting) processing of information on the implementation of communication exchanges. This is hardly possible without competence in the field of cross-cultural communication.

Both the term "intercultural communication" and the concept, its revealing, have become the most popular in the modern system of scientific knowledge of the last decade and in the arsenal of many scientific disciplines (Marinicheva, 2003). This has brought the idea of intercultural communication on extralinguistic level, and the concepts of intercultural communication have become some of the most common in science of the late XX – early XXI centuries. We agree with Pshegusova (2003, 2007) and Safonova (1996), who state that the aim of language education is that not only to teach communication skills in a foreign language, but also to form a multilingual person, ready for intercultural communication with representatives of other cultures, which is characterized by openness, tolerance, freedom from prejudice, so the characteristics that possibly make mutual understanding more successful.

An important feature of modern society is the existence of social order for the study of foreign languages as the basis for cross-cultural communication. This fact highlights the need for integration of students into the world language and cultural environment maintaining their national identity. Referring to the importance of communicative competence it's worth mentioning undergraduates' culture of speech and its development since it has great significance in terms of creating an academically mobile person, easily adaptable to changing labor market conditions, and the formation of linguistic competence MA in Economics in particular.

According to Zimnaya (2000), culture of human verbal behavior is a significant social characteristic. It is determined by the degree of compliance of actual behavior of the individual speech accepted in the linguistic community with standards of verbal communication, behavior, speech etiquette rules at a particular stage of social development. It is very important today, when a master must be integrated into a new global post-industrial economy that knows no virtual or real boundaries. The necessity to work with great amount of information using both native and foreign languages for situation analysis, forecasting and decision-making of the problem requires fluency in a foreign language. At the same time, future masters should not only have the fundamental knowledge, but also be able to use a variety of techniques based on the experience gained during the training.

It therefore seems necessary to provide master student with an opportunity for self-selection of learning paths not only in the choice of professionally oriented elective courses but also within the course itself. Curricula and programs must take greater account of the individual capabilities of each student. It is necessary to develop divergent tasks that will help a student to reveal his potential. This requires the university to develop not only a large number of alternative courses but also to

have various forms of work in the compulsory and elective courses, allowing future masters to meet their needs in the a science.

While special subject areas form the basis of the scientific disciplines, considering the key scientific problems of this area, the humanities including a foreign language must include the methodology of science and social aspects of the selected area, the establishment of competitive qualities of undergraduates, the ability to position himself in the professional environment successfully. In addition to professional skills organizational skills of personal and cooperative research activity should be formed in undergraduates.

Master students training program should include the development of scientific ethics and business communication, attention to other staff members, understanding their personal qualities and scientific views and ideas.

As a result, undergraduates should master the techniques and procedure of entering into independent work with their own vision of professional challenges and personal view on the most appropriate methods for their solution (Polenova, Chernukhina, 2012).

Formation of foreign language competence is impossible without a reasonable combination of group classes and university specialized courses with a flexible system of individual lessons, which can realize almost any need of a student in the chosen direction.

Programs on the formation of foreign language competence should certainly take into account the wide range of promising undergraduates' activities and include appropriate training. Undergraduate training programs in general and language training in particular should be focused primarily on the development of creativity, as innovation processes are always creative and require the use of methods of creative management.

Organizing foreign language training for the masters specializing in economics, you must bear in mind that after the break in learning a foreign language in the bachelor course, undergraduates must have to restore the previously acquired skills. In this regard, all the opportunities for improvement in the master course offered below must be implemented on the background communicative oriented training and interdisciplinary approach.

An important part of learning a foreign language can be abstracting and reviewing of scientific discourse on the specialty and translation. It is extremely important to use and develop skills of summarizing in a foreign language in the course of language training of undergraduates. This work fully implements the opportunities of interdisciplinary approach in teaching foreign languages. Everyday practice of many professionals often requires writing in native language a summary of foreign-language materials that contain valuable information. There is also a widespread practice to publish scientific articles in journals and thematic magazines in their native language with the abstract outlining their core content in another language. So, one of the problems of teaching English in the master course is shaping the skills to work with the original English specialized literature and, in particular, development the skills of summarizing and making written reviews.

The purpose of the abstract is a brief description of some scientific information that several books, articles, publications, web sites may contain for the acquisition by student in training and development of professional skills relevant to his

scientific research. While working on the abstract and improving foreign language skills, an undergraduate, at the same time, comprehend the issues of the subject deeper being since he analyzes different perspective, phenomena, facts and events. At the present stage of science development all skills of processing scientific information include the ability to work with literature in various languages.

Interdisciplinary training of abstracting is displayed in the fact that mastering the skills of making up an abstract based on English special literature will help every undergraduate when writing a literature review of his thesis. Work with any information on a foreign language on the specialty will also contribute to a deeper knowledge of a young scientist in the chosen field of scientific knowledge. Drafting an abstract in English on the basis of Russian-language literature will prepare a student for both presentations at scientific conferences in other countries and communication with foreign colleagues and participation in an interview in English in the search for a future job. So, writing a summary of undergraduate's thesis in a foreign language seems the most appropriate task.

Reviewing of professionally-oriented articles to prepare undergraduates to write their dissertations is also relevant to this level of training. Reviewing is an abridged content of texts, built on semantic compression of the material presented. Proper compression of factual information while preserving the most significant aspects – is the main goal of this activity, which has now become very common. Translation, as less time-consuming, but equally useful for students, seems the most appropriate practice in groups of undergraduates. Writing abstracts on professionally-oriented discourses is one of the most required activities in the field of science.

Undergraduates are offered to prepare a short summary of a thesis on a foreign language and design it in a format of the Power Point presentation to submit their professional skills, academic and career achievements.

For more effective mastering skills of reading and translating ESP texts undergraduates also need to acquire basic theoretical and practical knowledge in the field of terminology. This may help them understand professionally-oriented texts as well as prepare them for their future professional activity, that requires skills of understanding ESP texts.

When working with undergraduates flexible approach is used to choose texts and other materials. We believe that the analysis of the training needs of graduate students in the context of modern requirements of educational and scientific environment is an effective means of ensuring flexibility in the organization of training.

The main content of technological trend is to fulfil the tasks on compiling a glossary covering specialty topics using computer programs. All proposed tasks differ substantially from usual linguistic exercises because to performance them the student must apply previously acquired knowledge on the use of computer software resources and present the results in a particular format that is to create a “product” of his educational activity. The usage of the PC in the study of a foreign language is strategically important because it can be claimed by the graduates in the future, self-study foreign language throughout their lives.

Organization of learning a foreign language also implies the needs, interests, and personality characteristics of each student along with the development of

student autonomy, his creative activity and personal responsibility for the effectiveness of training.

Interdisciplinary approach combining linguistic, vocational, computer and cultural orientation training of undergraduates as a single unit, allows us to distribute content courses for undergraduates between classroom and independent types of work equally.

Introduction of a two-staged structure in the educational process requires to review existing teaching materials in a foreign language, aimed at training professionals, clear differentiation of the language training stages, determining the content of foreign language training courses for each target group (Bachelor, Master).

Summarizing all mentioned above, we emphasize once again that an important component of a student training is his research activity in a particular subject area, so the focus on a language training at the undergraduate stage is made on the acquisition of scientific specialty language.

Undergraduates' language training and subsequently graduate students leads to:

- strengthening of interdisciplinary component of scientific knowledge,
- changes in the teacher degree of participation within the classroom forms of work,
- increase of student independent work, providing greater freedom in the choice of topics and types of work,
- priority is given to the development of skills in the field of various types of reading and compiling summaries, abstracts, theses speeches, research papers and other kinds of texts in the field of written communication,
- emphasis on the formation of learning and cognitive competence related with the organization of cognitive activity, the development of skills of planning, analysis, synthesis, structuring, assessment, reporting the results of the scientific activities in a foreign language.

Organization of foreign language teaching in the Master Course involves development of student autonomy, his creative skills and personal responsibility for the effectiveness of training. So, the course provides a significant amount of independent work, including various tasks using a personal computer, as well as creative group and individual projects.

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