THE FORMATION OF STUDENT KEY COMPETENCES BASED ON BUSINESS ENGLISH

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ABSTRACT

This article analyzes the experience of teaching a foreign language in the field of "Advertising and Public Relations." Taking into account the specifics of the process of training specialists in advertising and public relations, to form a communicative competence that allows graduates to act in the field of public, professional communication effectively is crucial. At the same time, we are talking about the development of communicative competence as a complex concept, which is the first condition for professionally oriented communication. The study of a professional foreign language forms the competence of future specialists in advertising and public relations necessary for the implementation of professional activities. An additional resource for improving the communicative competence of future specialists is revealed - the correlation of a foreign language with the disciplines of specialization. This contributes to the development of students' cognitive activity, creativity, teamwork, and analytical skills. The course is based on the CLIL methodology. When designing the course, the teacher should take into account such factors as the age of students, their social and linguistic environment, and the degree of familiarity with the study of subjects in a foreign language. Conducting classes in the CLIL format implies increased requirements for a Business English teacher, who will have to be ready to involve colleagues from other subject departments in the preparation and conduct of classes. Nowadays, learning practices change, new resources appear. Mobile learning (mLearning) can be an answer to the challenge of a modern world. In mLearning, the focus is on a variety of problems, from how students' access to content to how the idea of content is defined. When developing the course of Business English, one of the essential pedagogical tasks was the formation of students ' ability to further independent study of a foreign language/languages and business culture, including the use of modern information technologies. We hope that this study will be useful both for researchers and practitioners designing an academic course, "Business English" for students studying advertising and public relations.

Keywords: business English, CLIL classes, mobile earning, communicative competence.

INTRODUCTION

This article analyzes the experience of teaching a foreign language in the field of "Advertising and Public Relations." Taking into account the specifics of the process of training specialists in advertising and public relations, to form a communicative competence that allows graduates to act in the field of open professional communication effectively is crucial. At the same time, we are talking about the development of communicative competence as a complex concept, which is the first

condition for professionally oriented communication. Foreign language training in the field of "Advertising and Public Relations" is conducted for four years of practice.

The course "Business English" is the second step in the study of a foreign language in the field of "Advertising and Public Relations" in Siberian Federal University, after studying the two-year basic course "English language." The study of a professional foreign language, first of all, is aimed at the formation of future specialists in advertising and public relations competencies in the field of a foreign language, necessary for the implementation of professional activities. Another important goal is the formation of the need to use a foreign language as a resource for the comprehensive development of the individual, as a means of communication, knowledge, and self-realization in intercultural communication. The objectives of the discipline include the formation of students ' reading strategies of English texts of professional subjects with elements of critical thinking, as well as the establishment of skills in project activities that require the use of foreign language sources of information. An important aspect is the development of English-language specialized vocabulary, providing access to sources, and allowing carrying out professional communication in the field of advertising and public relations. The course offers the consistent formation of English language proficiency in all types of speech activities. The structure of the multi-level course "Business English" includes successive components that are used both independently and as successive parts within the framework of a continuous holistic course. Each element of the course is aimed at achieving a specific target level of proficiency in professional English. The course is based on the system-activity communicative approach. The learning process involves several communication tasks similar to those that advertising and public relations practitioners have to deal with in their daily activities. In this regard, each topic/section logically completes business role play or case studies. Also, the course is based on the CLIL methodology.

THEORY

The course is based on the CLIL methodology. This methodology was conducted for cultural and language adaptation in the works of David Marsh [10], David Coyle [5] and other researchers [3], [11].CLIL is a teaching method that activates students and integrates language. There are the following elements of the CLIL methodology: content, communication, cognition, and culture. As for the content- it is necessary to stimulate the development of knowledge and skills in the subject. In communication, it is essential to teach students to use the means of a foreign language to gain an understanding of the issue. In cognition (mental abilities), it is necessary to develop the mental skills of students to understand the language and the subject better. Achieving this goal will help tasks to be analytical or critical reading and writing, the task of delineating the central, matching, guessing, finding relationships, etc. As for culture(cultural knowledge)-understanding the characteristics, similarities, and differences of individual cultures will help students to socialize more effectively in today's multicultural space, to understand their own culture better and to stimulate its preservation and development.

When designing a course [3], the teacher should take into account such factors as the age of students, their social and linguistic environment, and the degree of familiarity with the study of subjects in a foreign language. On the one hand, conducting classes in the CLIL format implies increased requirements for a Business English teacher, who will have to be ready to involve colleagues from other subject departments in the preparation and conduct of classes [7], [8]. On the other hand, students note that classes in Business English are often much more interesting than lessons in other subjects, as teachers use a variety of forms of presentation, organization of work, focus on individual and creative activities of students. This means that the study of basic subjects will be much more exciting and useful for students if it takes place within the framework of the activity and communicative approach peculiar to Business English classes [6].

Special requirements apply to the selection of educational material and the development of tasks for it [5].

Thus, the following tasks are set for the teacher:

1. Content on the subject should be selected at a level of difficulty just below the current level of knowledge of students in this subject in their native language. Texts should be carefully selected and provided with a sufficient number of tasks for understanding and mastering the learning material.
2. Tasks on text processing should be built with an emphasis on the subject content, involve students in the process of understanding, checking, discussing the main idea of the text.
3. Tasks should show the features of linguistic forms, to work out the ability to create, use, use different types of testing and evaluation (including mutual control).
4. Tasks should stimulate the independent and creative activity of students, communicative tasks for oral and written communication in a foreign language.
5. Students should be familiarized with cognitive strategies to address language, content, and communication complexities.

With proper consideration of all the above factors, the course, based on the CLIL methodology, will solve the following training goals and objectives:

1. Increase students ' motivation to learn a foreign language;
2. To teach students to consciously and freely use a foreign language to solve everyday problems of communication;
3. Develop students ' knowledge and understanding of other cultures;
4. Prepare students for opportunities to continue their education and work in a global context;
5. Develop linguistic and communicative competencies through the use of a foreign language in its natural and modern form.

RESEARCH

The variety and variability of teaching methods, the widespread use of authentic audio-video materials, allows students to form the ability to use English in the main communicative situations of professional communication. Also, it will enable to understand the English monologue and dialogue speech in the field of professional communication, to find similarities and differences in the business culture and traditions of their country and the countries of the target language. Students are taught to know the basics of presentations in English, to read English texts, both on a wide and narrow profile of the specialty. A large amount of training time is devoted to the formation of skills of writing documents in English, such as press releases, resumes, different types of advertisements, backgrounds, company profiles, business letters, e-mails, etc.

Also, it's important to mention that nowadays, as learning practices and technology tools change, new resources appear. Mobile learning or mLearning is an answer to the challenge of a modern world [2]. In mLearning, the focus is on a variety of problems, from how learners access content to how the idea of content is defined. Modern technology like tablets PCs, apps eases the shift to mobile learning.

Educators are actively searching for ways to prepare students for the future, and the educational system has been evolving faster than ever before [4]. Various studies have shown us that rote memorization is not an effective learning strategy and that teacher-centered classrooms (versus student-centered classrooms) may not be the most efficiently structured ones for student engagement[12], [13].

The days of lecturing teachers have passed – though not entirely. The primary source of knowledge in the classroom should not be the teacher only. Education is no longer about listening to the teacher talk and absorbing the information. To contribute to society, students will need to be able to acquire new information as problems arise. Then, they will need to connect the latest information with the knowledge they already have and apply it to solving the issue at hand. They will not be able to call upon a teacher for answers, so they will need to have 'learned how to learn' on their own. In this classroom model, the teacher would act as a facilitator for the students. Instead of passively receiving information, the students would gather information on their own, under the guidance of their teacher. Different learning styles are encouraged, and students have an enhanced sense of motivation and responsibility. They engage in many kinds of hands-on activities, as well as demonstrate learning in many different ways. Thus, learning is about discovery, not the memorization of facts.

Since the students of the field of "Advertising and Public Relations" are no longer be preparing for specific professional tasks and roles, the teacher needs to take a more general approach and teach them the universal skills that are useful in any situation. In this situation, mLearning can be considered a modern answer to a pedagogical problem.

Modern researches affirm that mLearning is no more an option but a "must have": 70% of learners felt more motivated when training on a mobile device, as opposed to

a computer, mobile learners typically study for 40 minutes longer than students using a desktop or tablet, smartphone learners complete course material 45% faster than those using a computer [1].

So, Business English teachers should design mobile lessons for small-time tasks that students can access at any time, and from anywhere. Mobile Business English lessons should range from five to ten minutes in length and not more than fifteen minutes. For mLearning purposes, a teacher needs to focus on thinking about the "want to know" and "want to do" behaviors they have throughout every day. Mobile learning enables to capture feedback, as mobile devices give a teacher access to the "always-on" connection to the student. Through this connection, a teacher sends out quick messages and notification about new additions to mobile learning materials and segments. This link can also provide reminders to the learner regarding unfinished learning modules.

Researches pay attention that among the most powerful principles of mobile learning is asynchronous access. "This unbolts an educational environment from a school floor and allows it to move anywhere, anytime in pursuit of truly entrepreneurial learning. It also enables a learning experience that is increasingly personalized: just in time, just enough, just for me" [2].

RESULTS

Also, students plan topic, sequence, audience, and application via facilitation of teachers who now act as experts of resource and assessment. With mobility comes diversity. As learning environments change constantly, that fluidity becomes a norm that provides a stream of new ideas, unexpected challenges, and endless opportunities for revision and application of thinking [13]. It's crucial that mobile learning represents a blending of personal communication and digital interaction, cognitive reflection, and natural interaction with students.

When developing the course of Business English, one of the essential pedagogical tasks was the formation of students ' ability to further independent study of a foreign language/languages and business culture, including the use of modern information technologies.

It is vital to develop the ability to get out of the situation in the context of a shortage of language means in the receipt and transmission of professional information. It is necessary to form students' readiness to participate in project activities, including interdisciplinary nature, requiring the use of foreign-language sources of information.

The tasks build practical classes in a professional foreign language. Thus, due to the extensive use of cases, work with authentic texts, students develop critical thinking skills. Different types of tasks form the development of communication skills and strategies, skills of independent work. The study of grammatical structures is carried out by presenting them in texts that introduce students to various aspects of

their future profession. Special attention is paid to the necessary grammatical forms and structures of the English language typical for professional speech.

Much attention is paid to reconstructive and creative tasks: organization and holding of various presentations, business, and role-playing games [9]. Beneficial was the use of project methodology, which made it possible to use in practice the knowledge and practical skills taken from other areas of advertising and public relations. In teaching, the emphasis is on self-education of students, on the formation of their skills of independent search for texts on the Internet, the ability to use dictionaries, search for literature on various topics that ultimately forms the academic autonomy of students. Along with learning the multiple units of language – phonetic, grammatical, lexical, and intonational – in the communication training is becoming particularly critical functional statements, various types of verbal interaction between interlocutors, the speech variants of realization of communicative intentions of interlocutors, the flexible ways of communication response, the technique of verbal communication (including speech etiquette), etc. An effective way to optimize learning activities is game modeling, which is a recreation in the learning process of motives, goals, situations, conditions, process, and results of advertising and other activities. Actions in the roleplay take place in one of the spheres of the professional activity of advertising and public relations. In this regard, modeling in the business game conditions of professional activity is educational. It involves the definition, first of all, the main areas of the professional activity of the future specialist. The very essence of the role-playing game determines its primary goal – to develop and improve the professional competence of students [9]. The definition of the main problem and the theme of the game concretize the target, focusing it on specific aspects of the professional activity of students and solving particular challenges of a professional nature. This provides a wide range of gaming activities, more complete solution of professional issues, as well as forms the skills and abilities of practical use of expert knowledge creates conditions for speech activity in a foreign language in various situations

As a result of the survey of 212 students studying in the specialty "Advertising and Public Relations" revealed not only a pragmatic interest in a foreign language, such as the use of the Internet, communication with people from other countries, watching foreign films, reading literature in the original language; understanding international advertising, reading instructions for household appliances. Also, students consider a foreign language as a source of personal growth, giving humanitarian and cultural knowledge, knowledge of a foreign language helps to shape the worldview of future professionals in advertising and public relations.

Moreover, the generalization and analysis of foreign language teaching among students of the field "Advertising and Public Relations" revealed another resource for improving the communicative competence of future specialists - the correlation of a foreign language with the disciplines of specialization. This contributes to the development of students ' cognitive activity, imagination, creativity, teamwork skills, and the ability to conduct analytical work. The course "Business English" uses interdisciplinary connections with such disciplines as "Theory and practice of Public Relations," "Theory and practice of Advertising," "Social psychology," "Imagology," "Management," "Marketing," "Psychology of Mass Communication."

CONCLUSION

Our research leads to the conclusion that for the majority of students of the field "Advertising and Public Relations" approve a new way of studying. Latest changes in the world impose several new requirements for the development of Business English teaching. Combination of CLIL approach and mobile learning has a synergistic effect on learning outcomes. Putting forward one of the priorities of the communicative competence of students, we must understand that this is impossible without using new approaches. In our opinion, the knowledge of a foreign language obtained in the course "Business English" of the implemented model of teaching contributes to the students' motivation, analytical skills, and critical thinking. The importance of professionally-oriented English language teaching will increase.

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