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TEACHING ENGLISH IN PROFESSIONAL CONTEXT: ENTERING GLOBAL COMMUNITY

The 3rd International Research Conference

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May 11-13
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TEACHING ENGLISH IN PROFESSIONAL CONTEXT: ENTERING GLOBAL COMMUNITY

PROCEEDINGS
OF THE 3rd INTERNATIONAL SCIENTIFIC AND PRACTICAL CONFERENCE

May 11–13, 2017
Tambov

ПРЕПОДАВАНИЕ АНГЛИЙСКОГО ЯЗЫКА В ПРОФЕССИОНАЛЬНОМ КОНТЕКСТЕ: НА ПУТИ В МИРОВОЕ СООБЩЕСТВО

МАТЕРИАЛЫ 3-й МЕЖДУНАРОДНОЙ НАУЧНО-ПРАКТИЧЕСКОЙ КОНФЕРЕНЦИИ

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Сборник содержит материалы 3–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.

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FOREWORD

The 3rd International Research Conference *TEACHING ENGLISH IN PROFESSIONAL CONTEXT: ENTERING GLOBAL COMMUNITY* 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 11-13, 2017 in Tambov, was organized by the Department of International Professional and Scientific Communication of Tambov State Technical University (Tambov, Russia) in close collaboration with Karaganda State University (Karaganda, Kazakhstan), "Prosveshcheniye" Publishing House (Moscow, Russia) and Titul Publishers (Russia).

The Conference was supported by the English Language Office of the U.S. Embassy in Moscow.

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 Scientific
and Professional Communication,
TSTU

ACADEMIC CURRICULA FOR TEACHING ENGLISH IN PROFESSIONAL CONTEXT

DETERMINAION OF PROFESSIONAL FOREIGN LANGUAGE TRAINING COURSE CONTENT

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Abstract

The methods for determining the professional foreign language training course content are described. The authors consider the concept of educational content, give the review of regulatory requirements concerning professional foreign language training course in high technical school and present the ways to select the valid minimum of lexical content for professionally focused English language training course. The methods include professional needs analysis, expert assessment and frequency response approach to analyze minimally sufficient lexical content of professional foreign language training course as a part of high school component of the educational standard.

Keywords: frequency response approach; lexical content; lexical elements; needs analysis; professional context; professional foreign language training course.

1. Introduction

The research of the concept of vocational education content, the issue of professional foreign language training course content as well as the planning of foreign language training curriculum are the urgent problems of vocational education didactics.

After M.N. Vyatyutnev, we understand the content of foreign language training as the natural communication component, which the student should master in the process of foreign language teaching [50, p.28]. The content of the subject "Foreign Language", as well as its goals are determined by the society and its needs, the level of its development in a particular historical period, the state of the general education system and many other factors.

2. Selecting the content

Recently, our national didactics has faced the need to clarify the concept of "foreign language learning content" and to consider what the content should be, how it must be selected and organized.

The selection of the content of language material is one of the most important and complex problems and its solution influences the success of training. The selection of linguistic material should take into account the logical structure of this sphere of activity, the classification of its units and their relationship. In each area, you can identify the fundamental units and the most important concepts that are

characterized by a high frequency of use. Consequently, the task of the teacher is to identify these concepts and get students acquainted with them.

The lexical component of the training content must be related to the objectives of foreign language teaching, as well as to the final requirements corresponding to the needs of the society [100, p.6]. The other main components of the training content is the sphere of communication, the situation and topics of communication.

Currently, the volume of foreign language training content is determined by normative acts (National Education Standards) and the exemplary syllabus, which specify the content and requirements for its selection.

The analysis of the normative documents for professional education indicated that the content of the foreign language training course does not specify the lexical material, which must be taught. These documents do not specify the peculiarities of the profession as well as the general topics of non-technical sphere of communication.

In order to identify the priorities between professionally-oriented or general components of foreign language training we used different methods of evaluation:

- Expert evaluation method, which imply evaluation carried out by a group of representatives of specialized departments who provide training for students in the core subjects, including English Language course;

- A questionnaire survey of graduates, undergraduates and students to assess the dynamics of demand and priority of mastering a certain thematic and lexical learning content.

Survey results allow us to determine respondents' views on:

- The goals they set themselves in foreign language study;

- The topics they prefer;

- Situations where the graduates will have to use foreign language;

- The percentage of general and professional foreign language components in the university course.

The survey was conducted over two academic years in two stages:

- 17 graduates of the department of "Applied Informatics in Economics" at Nizhny Novgorod State University of Architecture and Civil Engineering (NNGASU);

- 37 teachers, 25 of them - teachers of specialized departments working with students of "Applied Informatics in Economics" at NNGASU.

The survey showed that the content of foreign language teaching should reflect general topics as well as the professional material. Consequently, the minimum sufficient lexical learning content should contain both units.

In addition, the experts identified a series of professionally significant foreign language lexical skills necessary for their future work. Designated skills match the needs identified by the graduates working in the relevant industry.

To conduct rigorous, impartial assessments of minimally sufficient lexical learning content of professional foreign language training course it is necessary to evaluate the significance of lexical elements included in this content.

To rate the most significant professional lexical elements we calculated the frequency of lexical elements use determined by the experts from special

departments at NNGASU, also we analyzed professional lexis frequency dictionaries and professional foreign language course textbooks used in teaching.

The main task of frequency method is to select sufficient lexical material in professional foreign language course to provide the necessary linguistic material in the language learning process.

As a result of linguistic material analysis the general invariant part was defined which include the list of the most frequent lexical elements. After that, this list of terms was compared with the set of terms, provided by special departments at NNGASU. The total amount of terms comprises 1008 lexical elements. This set of terms, in our opinion, should form the core of minimally sufficient lexical content of professional foreign language teaching [17, 20]. (Fig.4)
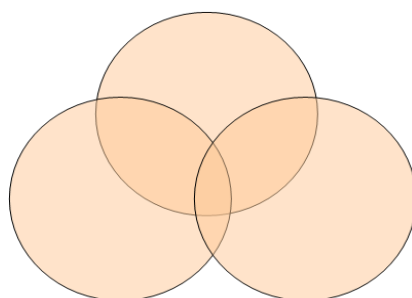
Fig. 4 – Invariant lexical elements:1. invariant part of three frequency dictionaries, 2. invariant part of lexical elements lists provided by specialized departments of NNGASU, 3. invariant part of lexical elements taken from glossaries of ESP course books

The total intersection of three sources make absolute invariant lexical elements. It makes the core minimally sufficient lexical learning content of professional foreign language training course.

Analysis of the content of training, using the frequency method allows defining and justifying the allocation of the full set of the invariant lexical elements. This set of lexical elements constitutes minimally sufficient lexical learning content.

In the result of comparative analysis of the content, the lexical elements were described considering their frequency of use in ESP course books [185, 186, 187]. The meaning of the frequency analysis is to determine the percentage of lexical elements use in the analyzed texts.

3. Conclusion

The results of the research allow giving a valid estimation of the amount of lexical content of professional foreign language training course at high technical school. This research permits to assess the relevance and the priority of certain thematic and lexical learning content. Also, the study results enable to determine the minimum sufficient lexical learning content that can be rationally included in the requirements to graduates' training. These results can notably improve graduates' foreign language training at high technical school.

Acknowledgements

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РАЗРАБОТКА СОДЕРЖАНИЯ ПРОФЕССИОНАЛЬНО ОРИЕНТИРОВАННОГО КУРСА ИНОСТРАННОГО ЯЗЫКА

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Аннотация

В статье описаны методы определения профессионального содержания дисциплины «Иностранный язык» в техническом вузе. Авторы рассматривают концепцию содержания образования, дают обзор нормативных требований, касающихся курса профессионально ориентированного иностранного языка в техническом вузе и рассматривают способы, чтобы выбрать правильный минимум лексического контента для профессионально ориентированного английского языка. Методы включают профессиональный анализ потребностей, экспертную оценку и частотной подход для анализа минимально достаточного лексического содержания профессионально ориентированного иностранного языка как части компонента образовательного стандарта в техническом вузе.

Ключевые слова: частотный подход, лексическое содержание, анализ потребностей, профессиональный контекст, профессиональный иностранный язык, учебный курс.

INNOVATIONS IN COMMUNICATION PRACTICE: MODERN ENGLISH BUZZWORDS

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Abstract
The article focuses on innovations in communication practice - modern English 'buzzwords', which have become particularly popular during the last five years between 2012 and 2016 and which have been sorted by date of appearance. The author analyses structural and semantic features of the new coinages and identifies:
the most common parts of speech and the most productive word-formation types as well as the key topic areas in the field.
Key words: neologisms, buzzwords, communication practice, lexical innovations.

The beginning of the 21st century, which is characterized by the rapid flow of events, the progress of science and technology and emergence of new concepts in different fields of human activity, brings advancements in the development of the Modern English language and communication practice as a whole. Lexical innovations occurring in the vocabulary are due both to linguistic and extra-linguistic causes or a combination of both. Words, to a far greater degree than sounds, grammatical forms, or syntactical arrangements, are subject to change, for the wordstock of a language directly and immediately reacts to changes in social life, to whatever happens in the life of the speech community in question. Sometimes a word or a phrase becomes very popular for a period of time through mass media and is known as a 'fashionable neologism' [1, p. 48], or buzzword.

Macmillan English Dictionary defines a buzzword NOUN [C] /ˈbʌz.wɜːd/ as "a word that has become very popular, especially a word relating to a particular activity or subject". [2]

The main objective of the present paper is to provide structural and semantic analysis of buzzwords in Modern English. The linguistic material comprises 185 headwords (282 lexical units), that have appeared during the last five years (2012-2016) and that have been registered on www.macmillandictionary.com (Macmillan Dictionary Online) which is a very reliable source giving a true reflection of English as it is used today.

In the first stage of our practical studies of buzzwords we sorted them according to the date of their appearance. The line graph, based on the results of this work, clearly shows that in the year 2012 the number of registered buzzwords constituted 49 vocabulary units. However, this figure dipped slightly in 2013 (47 buzzwords) but recovered again to its former level by 2014. Since then there has been a sharp decline in the number of vocabulary units under consideration by 2015 (26 buzzwords). The following year showed a further decrease to just 14 vocabulary

units. Overall, the number of buzzwords that appeared from 2012 to 2016 declined significantly in the last two years.

Buzzwords sorted by date of appearance
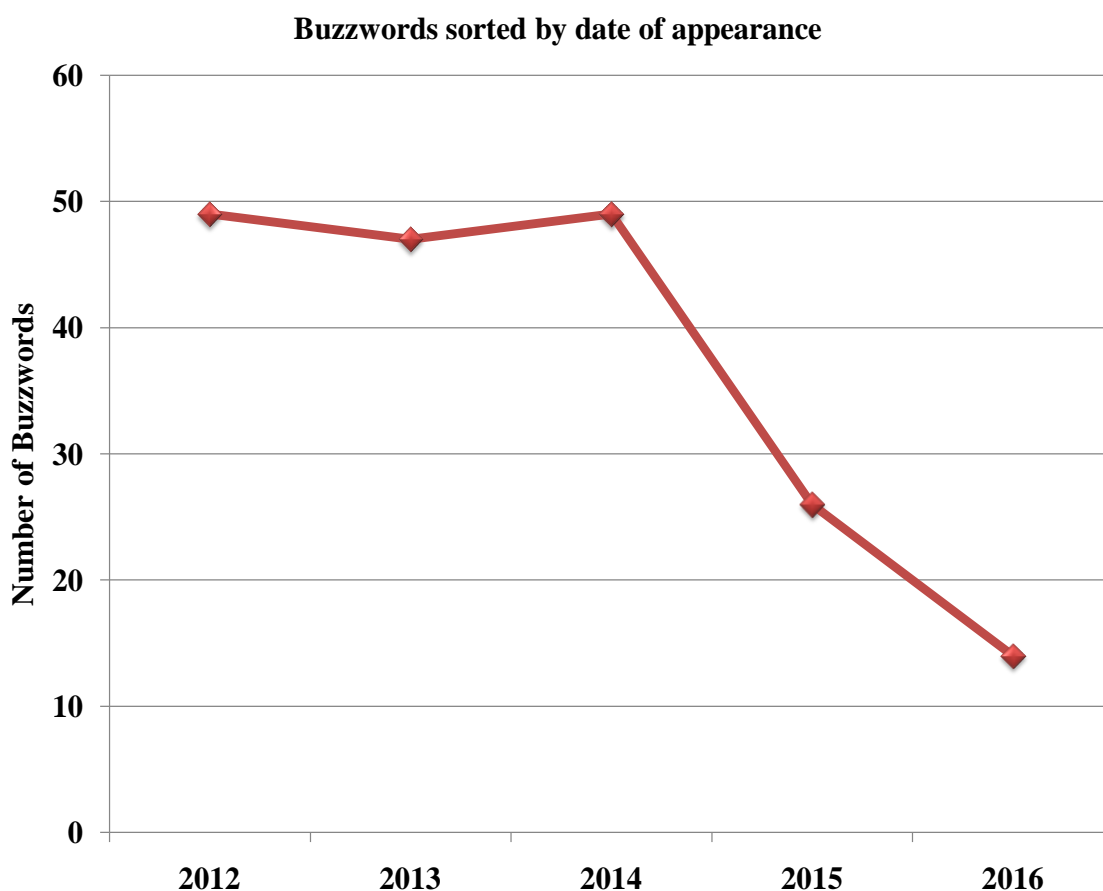
In the second stage of our practical analysis we sorted all the buzzwords according to their parts of speech. A noteworthy peculiarity of the vocabulary units under consideration is that buzzwords belong only to the notional parts of speech, to be more exact, only to nouns, verbs, adjectives and adverbs; of these nouns are the most numerous. Out of 282 registered buzzwords 212 (i.e. about three quarters) are nouns and nominal groups; 39 (or 13.8%) are verbs; 29 (10.3%) are adjectives; interestingly, only 2 (or 0.7%) are adverbs.

Further analysis showed that buzzwords used as countable nouns (e.g. *e-reader*) make up the most numerous group (56.6%); predictably, the second largest group includes uncountable forms (e.g. *nomophobia*) (39.1%). In contrast, buzzwords that can be used both as countable and uncountable (e.g. *ecocide*) are relatively few in number (only 2.8%); to say nothing of only plural (e.g. *mom jeans*), only singular (e.g. *omnishambles*) and collective forms (e.g. *squeezed middle*) which represent an equal smallest proportion (0.47% each). As far as verbs are concerned the percentage of transitive forms (e.g. *to chainwatch*) is nearly twice as high as that of intransitive ones (e.g. *to medal*) (43.6% and 20.6%, respectively). Buzzwords used both as transitive and intransitive verbs (e.g. *to troll*) make up 35.8%.

In the third stage of our practical analysis, we sorted all the buzzwords according to their word-formation types:

Buzzwords word-formation types
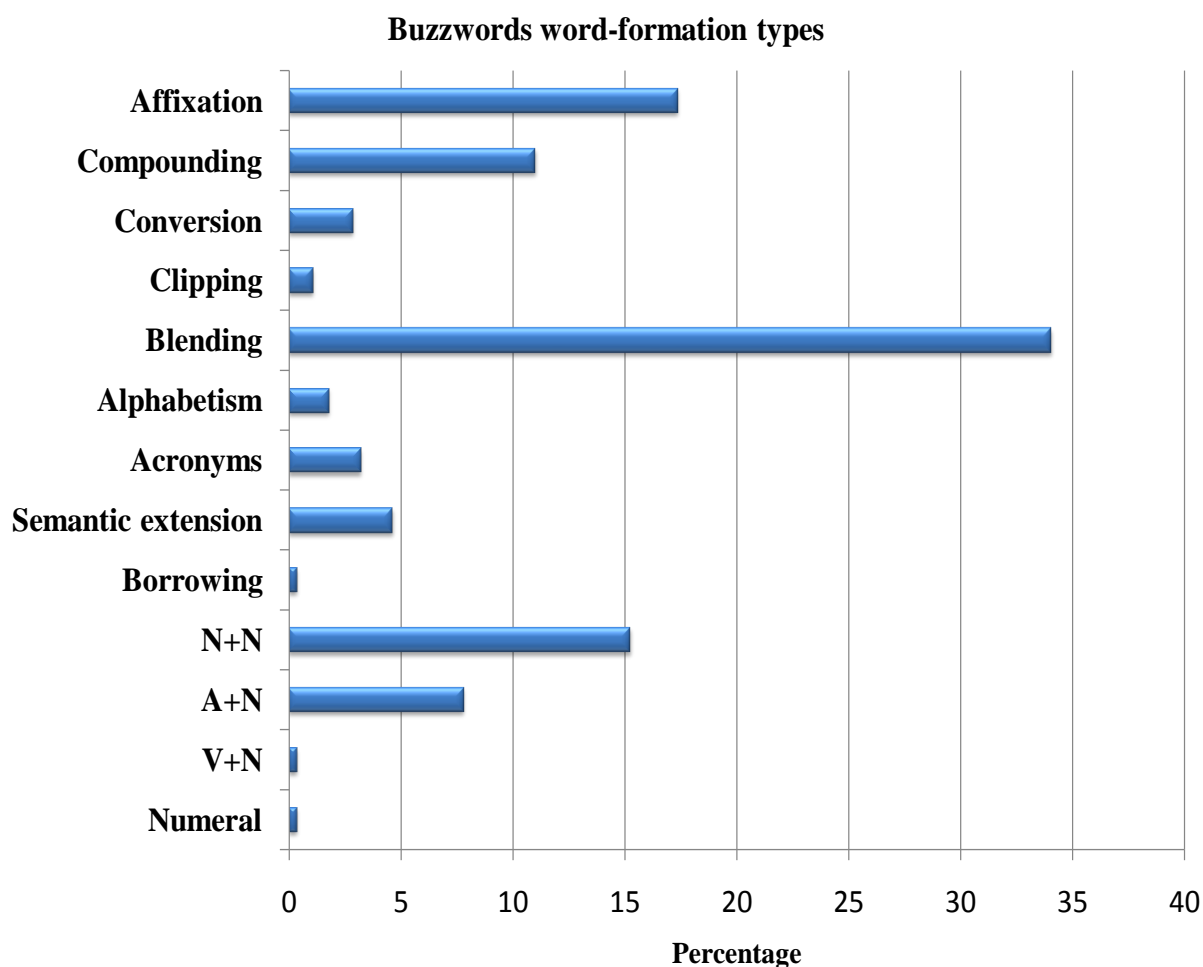
Despite the fact that blending (a type of both shortening and compounding where two or more words are combined together into a new one, removing some parts from one or both words) is considered a non-productive word-formation type, analysis showed that this is the most productive way of forming buzzwords which accounts for one third of all vocabulary units under consideration (e.g. *bigorexia, Brexit, Frankenstorm, infobesity, to stuffocate, etc.*). Predictably, the second most common word-formation type is affixation (the process of adding one or more affixes to the root morpheme) amounting to about one fifth (17.37%) of buzzwords (e.g. *gamification, hipster, selfie, solutionism, supercellular, etc.*). Buzzwords formed as word-groups represent the third most common way of enriching the Modern English vocabulary; the bulk of them belongs to the attributive-nominal type built on the N+N formulas (e.g. *iceberg home, pheromone party, property porn, sandwich generation, tiger mother, etc.*).

In stage four of our practical analysis we sorted all the buzzwords according to their sphere of usage and identified 13 semantic groups:

Buzzwords sphere of usage
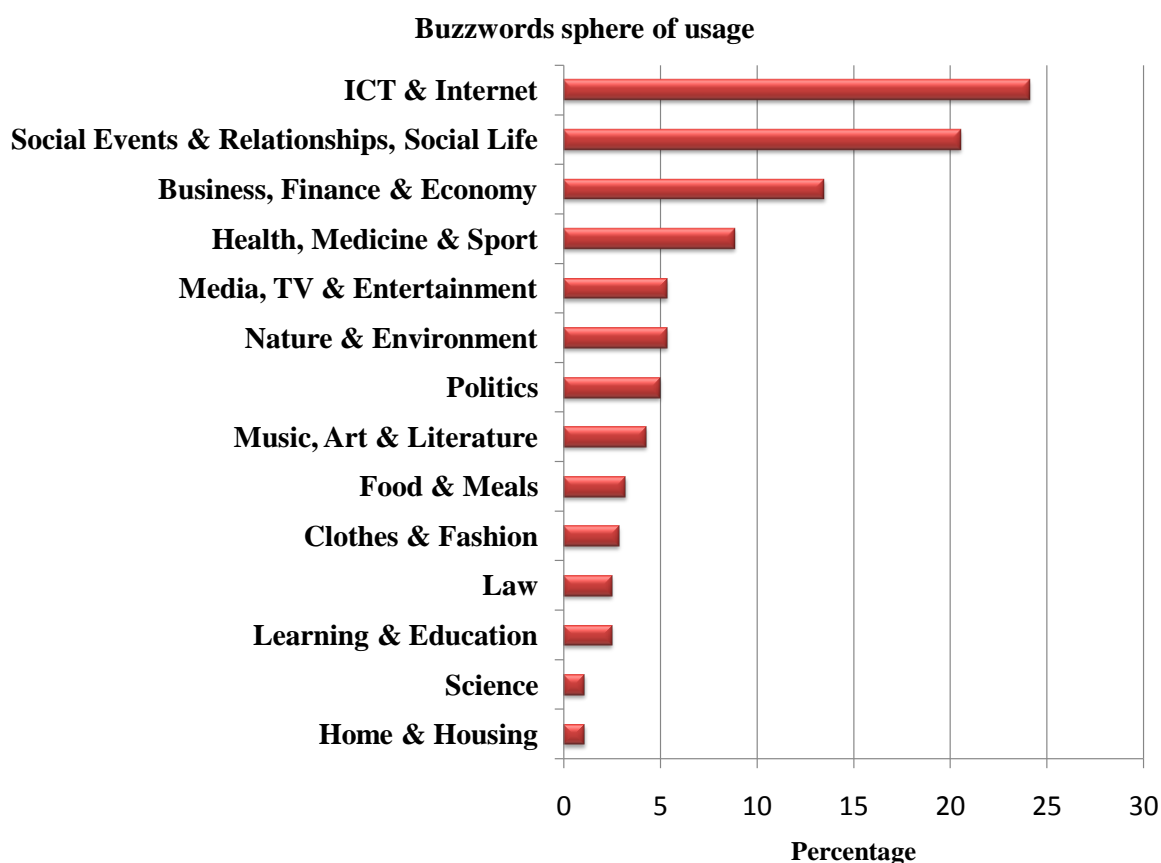
The analysis showed that buzzwords are extensively used in various fields, of these Information and Communication Technology (ICT) and Internet is the most common amounting to almost a quarter of all vocabulary units under consideration (e.g. *Bitcoin, cyberloaf, digital wildfire, twintern, webrooming, etc.*). One in five buzzwords belong to the so-called 'Social life' group (e.g. *babylag, uncoupling, crowdbirth, FOMO, Sip and See, etc.*), while 'Business, Finance and Economy' seen as the origin sphere of buzzwords proved to be only the third amounting to just 13.47% (e.g. *crowdfunding, fiscal cliff, sharing economy, solopreneur, zero hours contract, etc.*).

Other common spheres of buzzwords usage in the Modern English language are as follows: health, medicine and sport (e.g. *hypnobirthing, liquid biopsy, moto-doping, paleo diet, text neck, etc.*); media, TV and entertainment (e.g. *chainwatching, charticle, chillax, media meshing, pre-roll, etc.*); nature and environment (e.g. *biomimicry, frost quake, rewilding, sandscape, zonkey, etc.*); politics (e.g. *mic drop, MINT, overvote, push poll, RINO, etc.*); music, art and literature (e.g. *caxirola, diabolica, flash fiction, photorealism, Zumba, etc.*); food and meals (e.g. *brinner, duffin, free-from, kimchi, small-plate, etc.*); clothes and fashion (e.g. *coatigan, onesie, rat tail, shapewear, skeumorphic, etc.*); law (e.g. *drug driving, jailbreak, spear phishing, etc.*); learning and education (e.g. *conlang, m-learning, nanodegree, SOLE, vertical tutoring, etc.*); science (e.g. *exoplanet, Higgs boson, protologism*); home and housing (e.g. *iceberg home, raingarden, ruburb*).

In conclusion, buzzwords may not be words you will find in any dictionary, and they are not always brand new terms either. Whatever the reason for their present popularity, buzzwords are innovations that are current and in sudden or increasing use – they might not stay around forever, but it is worth knowing how they are formed and what they mean as well as how they are used in communication practice today.

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ИННОВАЦИИ В КОММУНИКАТИВНОЙ ПРАКТИКЕ: «МОДНЫЕ» НЕОЛОГИЗМЫ В СОВРЕМЕННОМ АНГЛИЙСКОМ ЯЗЫКЕ

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Аннотация
В статье анализируются инновации в коммуникативной практике - «модные» неологизмы в современном английском языке, вошедшие в активное употребление за последние пять лет в период с 2012 по 2016 год; прослеживается количественная динамика их появления; рассматриваются их структурно-семантические особенности: части речи, составляющие основную массу новых лексических единиц, наиболее продуктивные способы словообразования, а также наиболее распространенные семантические категории (сферы употребления).
Ключевые слова: неологизмы, «модные слова», коммуникативная практика, инновации.

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ББК 74.58

RESEARCH AND LANGUAGE SKILLS DEVELOPMENT: THE POWER OF INTEGRATION

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Abstract
The formation of research skills of university students is one of the key aspects of future specialist's training. Since many research skills are directly related to language skills, it seems logical to integrate foreign language training and the formation of skills necessary for research activities (the ability to describe sources of information, to present data, to build an argument). The article discusses the opportunities of integrated development of language and research skills while teaching a foreign language in university with the use of methods of content and language integrated learning on the example of a course in International Professional Communication.
Keywords: content and language integrated learning, foreign language training, research skills development.

1. Introduction

The formation of research skills of university students is one of the key aspects of future specialist's training. This paper proceeds from the following assumptions:
- in order to become efficient researchers students need to be explicitly trained in some aspects of research work ;
- the reality of the current academic world is such that it requires researchers to function in more than one language, be bi- or even multilingual professionals, with one of the languages being English ;
- and finally, individuals learn best when target knowledge is presented and practiced in a meaningful context, as well as when they' learn by doing ', these ideas being substantiated by tons of research (Winn (1995) and Aguado (2009), among others).

Thus, we believe content and language integrated courses serve as an excellent framework for the development of research skills of university students.

2. Research and language skills development

Research skills are understood as preparedness to carry out research activities based on the use of knowledge, with a sense of purpose, conditions and means of activity aimed at studying the processes, facts, and phenomena. Their development is both a product and a process of university education, especially if we broadly define research as a whole range of activities from professional focused research to a quick online search for references, "a continuum of knowledge production, from knowledge new to the learner to knowledge new to humankind, moving from the commonly known, to the commonly not known, to the totally unknown" (Willison and O'Regan, 2007). Research activities are incorporated into all university programmes, both undergraduate and postgraduate, and innovative educational models specifically emphasize students' participation in research work in university

laboratories, presentations at scientific conferences, colloquia and other events. At postgraduate level research becomes the key activity and research skills – the primary competence needed for successful learning. Thus, to ensure the students benefit the most from these research activities, their ability to properly conduct research must be explicitly developed.

In their Research Skills Development (RSD) framework, Willison and O'Regan (2007) outline that students develop a research mindset through engagement with content when they:

- initiate research and clarify what knowledge is required
- find and generate needed information/data using appropriate methodology
- determine the credibility of sources, information and data, and evaluate own research processes
- organise information and data collected/generated
- analyse information/data critically and synthesise new knowledge
- discuss, listen, write, respond to feedback and perform the processes, understandings and applications of the research.

Table 1. Facets of Research – RSD Framework

Step 1 - Curious	**Embark & Clarify** *What is our purpose?* Students respond to or initiate research & clarify what knowledge is required.
Step 2 - Determined	**Find & Generate** *What do we need?* Students find & generate needed information/data using appropriate methodology.
Step 3 - Discerning	**Evaluate & Reflect** *What do we trust?* Students determine the credibility of sources, information & data, & make own research processes visible.
Step 4 - Harmonising	**Organise & Manage** *How do we arrange?* Students organise information & data to reveal patterns/themes, managing teams & processes.
Step 5 - Creative	**Analyse & Synthesise** *What does it mean?* Students analyse information/ data critically & synthesise new knowledge to produce coherent individual/team understanding.
Step 6 - Constructive	**Communicate & Apply** *How will we relate?* Students discuss, listen, write, respond to feedback & perform the processes, understandings & applications of the research, heeding needs of audiences.

It can be seen that many of these activities 'heavily depend' on the ability of the students to perceive/process information and to communicate the acquired knowledge to others, for example, the ability to discuss sources, to present statistical or experimental data, to give arguments. In other words, research skills are intertwined with communicative competences. Johnson, Herd and Tisdall (2002)

refer to them as generic skills, as being "common to all graduates rather than specific for a particular field of study", and argue that incorporation of tasks aimed at developing communication and research skills of students fosters their innovative thinking and creativity and better prepares them for the workplace. Thus, teaching appropriate oral and written communication strategies and conventions must be part of research skills training.

At the same time, it is obvious that in the modern world of globalised economies and knowledge research activities encompass the study of informational resources not only in a native language of a researcher, but also in foreign languages. Professional growth and further self-education is impossible without the development of research skills using resources in a foreign language. However, many researchers note that the global dissemination of scientific knowledge is significantly impeded by the language barrier. Amano, Gonzalez-Varo and Sutherland (2016) highlight that "language barriers can cause gaps in information availability during the global compilation of scientific knowledge."

Currently English is the language that dominates global scientific activities, an academic lingua franca (Montgomery, 2013). And although Amano, Gonzalez-Varo and Sutherland argue that in certain areas its knowledge is not enough to ensure the transfer of knowledge between communities, their own statistics suggests that a modern researcher must have good command of English: out of the 75,513 manuscripts published in 2014 that the search for scientific documents on Google Scholar with two keywords, "biodiversity" and "conservation", has generated, 48,600 scientific documents, 64.4%, were in English.

Our search for a keyword "biotechnology" on the Scopus database gave an even more stunning result: 134,949 out of 142,296 documents were in English. This clearly suggests that if a Russian-speaking researcher in the field of biotechnology does not know English, they literally 'lock themselves out' not only of the international but also domestic scientific community because half of the researchers from the Russian Federation who publish in the peer-reviewed journals included in this prestigious database do so in English (with only 569 out of 1110 documents being in Russian).

Thus, one of the most significant aspects of learning a foreign language in the university is to prepare students to utilise resources in foreign languages in order to develop their ability to carry out research in the field of professional and scientific interest and to integrate knowledge from different fields with the aim of solving professional problems.

The tasks commonly performed during research can be directly aligned with the development of appropriate language skills of students, primarily their reading and writing abilities. This is the case for finding (Step 2 of the RSD framework) and critically analysing the collected information (Step 4 of the RSD framework) which involves their use of reading skills. Organising information and synthesising new knowledge (Steps 3 and 4 of the RSD framework) presupposes presentation of research results and outcomes in a written form, while Step 6 - discuss, listen, write, respond to feedback – clearly involves the ability to express one's self orally. Such alignment is usually reflected in the content and structure of courses in Language for

Specific Purposes, particularly, EAP or English for Researchers. Language tasks centre either on understanding oral presentations, or analysing texts, or producing written documents.

However, in real-life research settings *multiple* language skills – reading, listening, writing and speaking – are implemented simultaneously, in combination. Successfully performing a certain "speaking-dependent" activity – presenting at a research team meeting, for instance - typically also depends on having read, understood, and summarized relevant information ahead of time. And during the meeting itself, it may be important to understand the reactions or questions of meeting participants in order to respond effectively. Thus, to be able to act efficiently researchers need to develop their comprehensive communicative ability in English.

To ensure such comprehensive training it is important to combine the study of a foreign language per se with learning appropriate communicative strategies *in a meaningful context*. After all, while the fundamentals of literature search are the same for all disciplines, the types of resources to be analysed will be different depending on whether you are conducting research in social science or engineering. Equally, a report on a microbiological experiment will have its own strategic and linguistic peculiarities as compared with a report on a pilot study of technological equipment. In order to achieve this, an in-depth study of professional terminology and the specialized vocabulary in the course of English for Specific Purposes is required; the content of language courses and professional subjects should be integrated, students must be encouraged to use English sources of information when preparing for seminars or working on course and diploma projects, etc.; as well as special training courses taught by the method of content and language integrated learning (CLIL) need to be delivered, in which students will develop skills of research work in English.

Tambov State Technical University has developed a training course in International Professional Communication for master students of the 1st year of study in which students not only improve their English language skills, but also develop competencies necessary for effective research work. In particular, a large block of topics is connected with the selection, processing and analysis of scientific, technical and patent information on the subject of research using specialized databases (e.g., Scopus) and preparation of articles/abstracts in English to participate in academic conferences. In the course of this work special terminology of a specific professional field is honed, students learn how to prepare literature and patent reviews and bibliography in a linguistically and strategically correct way, how to cite sources, describe data in graphs and tables, to formulate hypothesis and conclusions. Upon completion of the course students should be prepared to submit a scientific article on the subject of their research in English and to make a presentation at the conference of young researchers. At the conference students have the opportunity to present their work to a wider audience. It makes them consider their future presentation more carefully, master their speaking skills. Equally important is the fact that the student themselves works out the execution plan, selects the appropriate sources, prepares and edits the article. Thus, linguistic and research skills are developed simultaneously, producing a synergetic effect.

3. Conclusion

Content and language integration in a course devoted to the development of research competencies gives students an opportunity to gain a 'hands-on' experience in researching multilingual sources of information and writing up their results. It is especially beneficial for master and generally postgraduate students as they are able to immediately put their new skills into practice in order to fulfill their program requirements for publications.

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ФОРМИРОВАНИЕ ЯЗЫКОВЫХ И ИССЛЕДОВАТЕЛЬСКИХ НАВЫКОВ: ВОЗМОЖНОСТИ ИНТЕГРАЦИИ

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Аннотация
Формирование готовности студентов к исследовательской деятельности является одним из ключевых аспектов подготовки в вузе, и большое значение имеет коммуникативная составляющая этой готовности – умение анализировать и описывать источники информации, данные, подбирать аргументы, представлять результаты исследований, и т.д. Также очевидно, что в эпоху глобального знания современному исследователю необходимо уметь работать с источниками не только на родном, но и иностранном языках. Поскольку многие исследовательские умения непосредственно связаны с языковыми навыками, целесообразно интегрировать подготовку по иностранному языку и формирование умений, необходимых для научно-исследовательской деятельности. В статье обсуждается опыт подобной интеграции на примере преподавания дисциплины «Международная профессиональная коммуникация».
Ключевые слова: иностранный язык, исследовательские навыки и умения, предметно-языковое интегрированное обучение.

A COGNITIVE COMMUNICATIVE APPROACH TO TEACHING PRESENT PERFECT TO ESL LEARNERS

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Abstract
In the era of cognitive communicative paradigm postulated in competence-oriented EFL standards, methods of structural linguistics still take prominent place today. They are widely manifested in EFL grammar instruction, particularly at the explanatory stage as EFL learners are offered purely formalistic interpretation of grammatical phenomena. For example, such formulae as "the present perfect tense is formed by the auxiliary verb *have*" provide an understanding of language far from cognitive or communicative, which gives the learner a vague idea as to why, how and what they use to describe time-space relations. The article makes a case for new methods of analyzing present perfect, namely those of cognitive semantics, which could be easily applied in the EFL classroom to explain the true language reality and cognitive base behind English grammar at large.
Keywords: cognitive semantics, communicative approach, EFL classroom, grammar teaching, method, present perfect

1. Introduction

Unlike school students, graduates learning ESL oftentimes need explanation when it comes to grammar. Coursebooks for university students traditionally offer sets of grammar rules accompanied by examples and exercises to foster the knowledge acquired, which does not necessarily lead to a correct understanding and, therefore, use of, say, the appropriate tense form. A cognitive approach to the teaching of grammar to ESL learners seems to be a feasible solution to the above problem.

As regards teaching grammar at university level, cognition as the characteristic underlying learner communicative competence has been scrutinized by researchers into applied linguistics and language teaching (Holme 2009; Littlemore 2009; Polyakov 2012; Druzhinin 2017; etc.).

Millrood and Maksimova (2014) propose a cognitive model of ESL learner grammar competence, which may lead teachers to a better understanding of teaching grammar through grammatical representations and appropriate skills in the language communication classroom.

Grammar is often seen by students and teachers the most boring aspect of language learning and instruction, even within a communicative approach. However, if we take a look at it from a cognitive angle, it appears to be, as Langacker (2013:3) puts it, 'quite engaging when properly understood,' going on to claim that 'grammar is meaningful' (ibid). Being aware of what makes communication in a

foreign language effective, we still hesitate to say what hinders us from using English grammar like native speakers at large and from knowing what, how and where to use appropriate tense forms. Let us look with a critical eye at traditionalism in teaching grammar in the English language classroom and then go on to discuss the possibility to integrate a communicative approach with a cognitive one.

2. Traditionalism vs. cognitivism

In the traditional treatment of tenses in the ESL classroom, this is all about structures and their contextual meanings. Course books offer rules that explain how tense forms are built up, e.g. *Present perfect is formed with the help of the auxiliary have / has and the past participle of the main verb* or *Present perfect is often used with these adverbs: already, just and so on.*

Knowing the prototypical semantic contents of grammar forms is likely to help us as language users create expectedly typical discourse meanings (Druzhinin 2017). That is why it seems feasible to view grammar forms, especially tense forms, as phrases, or combinations of verbs, at the phase of explanation. One of these verbs comes to be understood to a certain point of abstraction that it can be used together with the other one to express the idea of orientation in space and time. A good example of this is present perfect.

3. Understanding and explaining present perfect: cognitive semantics plus communication

Why do native speakers so frequently make use of *have + past participle* combination to describe space and time relations? To answer this question, let us analyse the semantic structure of the first element, i.e. the verb *have,* from a cognitive standpoint.

Methods of prototype semantics widely used in cognitive linguistics to explore and formulate the semantic core, invariant meaning of words and word-forms seem to shed light on the language and discourse essence of the grammar phenomenon. The results of the analysis of the verb *have* suggest that there is a distinct invariant seme *to possess within one's sphere of capacity (to act, feel or be),* which comes to be re-understood in a most abstract way to describe different forms of orientation in space (e.g. *have to go, have sb in tears, have sb type letters*). The word-form combination *have done* is another manifestation of how time-space continuum is perceived by a language user. In particular, it refers to such a situation in which there is an action (like in *I am doing*), but a completed one, i.e. this action is felt, observed and still perceived through its completion (*There has been an accident* = there is / we have now an accident 'in its final / finished stage'). From the communicative point of view, the speaker describes the current state of things which can be here-and-now observed (e.g. by saying *there has been an accident* the speaker means 'there are crashed cars or injured people here and now'; by saying *Where have you been?* the speaker implies that he / she here and now has no information about your absence).

It is important to note in this respect that the suggested interpretation of *have* collocations should be adapted to certain a degree to a learner's cognitive accessibility, which implies that they may be formulated in their mother tongue.

Such a bilingual method could become a prospective stand-by in the explanation of English tenses from the viewpoint of cognitive semantics.

4. Conclusion

In a nutshell, the approach proposed allows viewing the phenomenon of present perfect in the ESL grammar learning and teaching as a combination of the verb *have,* which is used to refer to its systemic meaning, i.e. *possess,* in rather an abstract way, though. The meaning of the phrase as a whole can be described in the following way: it indicates the current state of being, in which there is an accomplished action as part of the subject's here-and-now experience, so it is now felt, seen, etc.

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МЕТОДЫ КОГНИТИВНОЙ СЕМАНТИКИ В ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ КАК ИНОСТРАННОМУ: ОБЪЯСНЕНИЕ PRESENT PERFECT

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Аннотация
В эпоху когнитивно-коммуникативной парадигмы, заявленной в компетенциях образовательных стандартов по иностранному языку (английскому), все еще широко используются методы структурной лингвистики. Их можно обнаружить в работе над грамматикой многих преподавателей, особенно на этапе объяснения, когда обучаемым предлагается исключительно формалистическое толкование грамматических явлений. Например, такие формулировки, как «глагольная форма present perfect образуется при

помощи вспомогательного глагола *have»*, обеспечивают понимание языковых средств, весьма далекое от познавательного или коммуникативного. Таким образом, обучаемые получают смутное представление о том, почему, как и что они используют для характеристики пространственно-временных отношений. В статье рассматриваются новые методы анализа глагольной формы present perfect, а именно методы когнитивной семантики, которые могут быть легко применены на занятиях по английскому языку как иностранному для объяснения подлинной языковой реальности и когнитивной основы грамматики английского языка в целом.

Ключевые слова: когнитивная семантика, коммуникативный подход, обучение английскому языку как иностранному, обучение грамматике, метод, глагольная форма present perfect

DESIGNING A COURSE IN MEDICAL ENGLISH FOR RESEARCH PURPOSES FOR L2 STUDENTS

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Abstract

Applied linguists have been putting out considerable efforts in the field of academic English exploring successfully very neat aspects of international English use for research purposes. However, not all of these discoveries have passed to the practical area of teaching students, especially postgraduate students. Moreover, professional English teaching that should bring together academic and professional skills faces the problem of even lesser attention. Basing on the authors teaching experience in English for medical research purposes classroom, the paper makes an effort to combine needs analysis technique, which is common for every course development process, and some findings of academic English research to bring about insights into the course design for academic English for medical students. Needs analysis conducted in the focus group of 76 medical students provides a preliminary list of academic skills urgently needed for Russian speaking L2 students. The results suggest that the needs analysis should be the major tool for academic English teachers that would help to understand the real socio-cultural context of the target audience. However, the list is to be adjusted with internationally recognized medical researcher's core competences.

Keywords: English for medical research purposes, needs analysis, L2 students, medical English syllabus.

1. Introduction

Experience in teaching medical English for research purposes for the last five years provided the author with sufficient data to bring in some theoretical framework. Browsing literature on medical English teaching we can find several Russian and foreign textbooks for beginners and intermediate medical students with practically no advice on academic language teaching for medicine. Apart stands web publications on medical terms translation. Research papers in applied linguistics domain provide us with more ample coverage of the field bringing thorough investigations in epistemic modality in medical research papers [7; 6], medical terminology [4; 3], and research into the strategies how international scholars can master medical discourse [5; 2].

The importance of highlighting the problems of medical language education in Russia results from the fact that research papers and other medical academic genres written by Russian medical scholars in English are not so well represented in professional journals if compared to other fields of knowledge. On the contrary, in other countries 'researchers who work in Experimental Sciences and Health Sciences departments are more likely to publish in English than their counterparts in Humanities, Social Sciences and Law' [5, 54]. It might suggest that special attention

should be given to introduce medical students into specific features of different academic genres.

Language education has always been an integral part of PhD courses. Today Saint Petersburg University (SPbU) runs an enhancement course of 100 contact hours for the first year students of post-graduate program in the faculty of Medicine. Due to high requirements for academic research at major part of the postgraduate students enrolled to the University postgraduate medical programs are encouraged to present their findings at international conferences or/and research journals. The requirement inspires students to uplift their command of professional English, but at the same time, there are concerns expressed with regard to the ability of the students to show the desired level of command of English.

As it has been mentioned above, English for medical research purposes is by now not only unappreciated by the authors of course books in English for academic purposes, but also there is little evidence of valid syllabi in academic institutions and universities which would take into account disciplinary demands, Anglo-American norms of academic communication and students needs. For the purpose of filling the gap and designing an appropriate syllabus, we have to consider identifying the core competences needed for medical research students, genre-specific academic discourse features and then combine the results with the correspondent needs analysis.

2. Course design

According to new guidelines by the Accrediting Council of Graduate Medical Education, core competencies now include 'standards for patient care, medical knowledge, and practice-based learning as well as interpersonal and communication skills and professionalism' [2, 328]. It implies that both written and oral communication should be the focus of the course. However, oral communication is quite limited due to natural reasons. Most students do not expect real opportunity of treating a real English-speaking patient. Thus, reasons to communicate fall within the realm of their academic life. Three major activities of possible interest are: presenting the case or research result to English speaking audience; describing physical examination techniques, which might include interviewing a patient thus preparing a student for study course at a foreign medical center; oral professional communication with English speaking colleagues, that include describing diagnosis and possible ways of patient's treatment. Last two activities are most likely to be based on socio-cultural background.

Still, the major part of any course should be writing because published academic texts, especially research articles, are considered to be the main 'product' in academia.

We have to attract student's attention to norms of Anglo-American academic discourse that might be quite different from the cultural (national) tradition of academic writing. As an example, we can mention hedges and boosters which are considered a norm in English academic rhetoric, while academic English instructor could possibly face unexpected problems when handling the situations of lack of interest from medical students in response to the instructor's attempt to bring their attention to epistemic modality markers. Certainly we have to keep in mind scientific

discourse with its across-border variations that may require for different rhetorical style to deserve greater tolerance.

Though all the considerations mentioned above seem to be important for the construction of correspondent syllabus, needs analysis remains most critical. To uncover the specificity of PhD medical student's needs, two surveys were undertaken. Covering the same field of student's interest in the subject of English for medical research purposes, questions presented to respondents in two questionnaires has different research aims. The first is intended to arouse general interest with the students of what is to be the goal of their course, while the second questionnaire aims at helping them to reflect on their personal drawbacks in the field.

Focus group for the analysis is represented by postgraduate students admitted to the postgraduate medical program at SPbU in the years 2014-2016. Total number of interviewees accounts for 76 persons.

The first questionnaire [5, 64] was designed to rank in importance the academic writing objectives from the respondents (students) point of view, starting from the most important:
1.   Structures for expressing my ideas in correct grammar.
2.   Ways of clearly linking the various parts of the article, i.e. ideas, paragraphs and sections.
3.   Appropriate academic style in my discipline, e.g. personal versus impersonal.
4.   Ways of clearly expressing my interpretation of the results of my study.
5.   Strategies to ensure text flow so that my readers will readily understand the case I present.
6.   Ways of expressing my claims with the appropriate amount of confidence and certainty.
7.   Ways of organizing my ideas logically and coherently.
8.   Strategies to express my contribution to the field more clearly.
9.   Structures for expressing my ideas clearly and precisely.
10.   Ways of appropriately reviewing the literature.
11.   The specific terminology in my field.

Results give evidence that students would rather stress the need to know linguistic aspects of the discourse and how to express thoughts correctly than take into account what is really important (7, 8, 10) for the research paper to be published.

With regard to self-perceived difficulties that should also be taken into consideration when streamlining the detailed syllabus, we undertook research using another questionnaire [5, 63]. The results of the survey are displayed below in descending order according to the level of difficulty, as it is perceived by the medical postgraduate students:
1.   Features of my writing in English, e.g. grammatical, vocabulary, ways of expressing ideas clearly in paragraphs and style.
2.   Mistakes such as long sentences or complex constructions citations, bibliography, etc.
3.   Not following the writing conventions expected by the journal in which I have chosen to report my research, e.g. putting my research into a wider context,

appropriately reviewing the literature, clearly expressing my contribution to field.

4. Not writing in accordance with the instructions in the journal's style guide, e.g. word limits, format of tables, pages.
5. Not citing corresponding authors from publishing research articles in English journals.
6. Not offering results of sufficient interest to the readers of the journal.
7. Supposed flaws in certain areas of the content of the research, e.g. design methods, use of statistics, etc.
8. Making sure my conclusions fit my objectives, etc.
9. Not writing on a topic that fitted the content of the journal to which I sent the article.

Both questionnaires show that the focus group was more concerned with language problems and with their ability to produce the research than with the problem of understanding the format required by publishing house. Much less were the members of the focus group interested in the content that, according to their view, will conform to the rules of presenting the research content in international journals.

A whole range of implications could be provided here, with the academic instructor's activities aimed at persuading the class on the importance of bringing their academic texts to conformity with Anglo-American conventions of academic writing being the primary goal. Exposing culture-specific differences in L1 and L2 writing [1, 50], I believe, is the second most important teaching task.

The course is to be aimed at developing 'topical', from the student's point of view, language skills, but particular attention should be paid to developing the following: ways of expressing claims with the appropriate amount of confidence and certainty, ways of organizing ideas logically and coherently, and strategies to express contribution to the field more clearly.

Minor aspects of the syllabus include particular hedging devices that, according to many instructors experience, are in fact absent in major part of novice research papers written by Russian academic English students. The use of hedging/boosting marks as well as the ability to properly understand the degree of certainty/probability in reporting verbs turn out to be the major stumble block for students. The only way out is to urge the students to alternatively consider them as ways of being more precise in reporting results, keeping in mind that four commonly known genres: editorials, review articles, research papers and case reports, - influences the use of these marks.

Another important step in building syllabus is professional terminology to be trained in the classroom. The area brings to a very hard road not only the academic English instructors, but also those trying to develop the syllabus to the field. Different subfields do exist in all scientific fields. This is also true for medical science and grouping students of psychiatry and cardiology for listening and further discussing specialized presentations can be damaging for the in-class professional oral communication. Below we offer the probable grouping of different medicine subfields as it seems useful in terms of professional English teaching: I - general

practice, cardiology, preventive medicine, hematology, II – surgery, pathology, transplantology, oncology, III – epidemiology, infection, virology, IV - dermatology, V – psychiatry.

3. Conclusion

The paper attempted albeit briefly to present some insights into constructing a syllabus for medical English for postgraduate students that could be useful when teaching Russian students for whom English is L2. Basing on brief needs analysis conducted at SPbU Department of Medicine showing aspirations and possible weak points of academic English as understood by current students we could suggest a preliminary list of academic skills urgently needed for Russian speaking L2 students. Nevertheless, the list needs further adjustments on the basis of requirements for scientific medical texts. We also made some tentative remarks on oral skills currently required by the target group and possible ways of practical teaching approach to the problem of combining different fields of real medicine when studying foreign language terminology.

Materials presented could be used to design syllabi for medical students improving their command of English for research purposes.

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СОЗДАНИЕ КУРСА МЕДИЦИНСКОГО АНГЛИЙСКОГО ДЛЯ ИССЛЕДОВАТЕЛЬСКИХ ЦЕЛЕЙ

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Аннотация

Несмотря на значительные достижения прикладной лингвистики в области современного английского академического языка, зачастую результаты эмпирических исследований не становятся частью практических курса. Особенно это актуально для курсов английского для исследовательских целей, преподаваемых, как правило, магистрантам и аспирантам. Отличительная особенность данных курсов состоит в том, что они должны сочетать как подготовку в области профессионального языка, так и развитие академических умений. Базируясь на опыте преподавания английского для исследовательских целей, автор предлагает новый подход к созданию учебной программы для аспирантов, обучающихся английскому языку в СПбГУ и в других высших учебных заведениях. На основе анализа потребностей в обучении фокус группы из 76 аспирантов-медиков, предлагается предварительный список навыков и умений, которые должны быть сформированы при обучении аспирантов-медиков английскому языку для исследовательских целей.

Ключевые слова: медицинский английский для исследовательских целей, анализ потребностей в обучении, фокус группа, учебная программа.

IMPROVEMENT OF STUDENTS' INDEPENDENT WORK IN FOREIGN LANGUAGE CLASSES

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Abstract
The article focuses on identifying the essence of the concept "independent work". In the framework of a research paper the authors reveal the ways of cognitive independent learners' work improvement on the basis of literature analysis. The essential role of language portfolio in the development of students' independent cognitive work, their reflective skills is shown in the article.
 Key words: cognitive skills, independent work, language portfolio, reflection.

One of the available and proven ways of increasing the effectiveness of the lesson, activation of cognitive skills of students in class is professional and competent organization of independent activity. It plays an important role in the organization of a modern lesson, because the student truly acquires knowledge only in the process of improving independent learning activities.

There are many different directions in investigating the nature of the activity and independence of students in learning process.

The first direction originated in ancient times. Their representatives can be considered Greek scholars (Socrates, Plato, Aristotle), who deeply and comprehensively substantiated the importance of voluntary, active and independent mastery of the child's knowledge. In their judgment they proceeded from the fact that the development of human thinking could be successfully improved in the process of independent activity and personal (Socrates). This activity gives the child joy and satisfaction and thereby eliminates the passivity on his part in acquiring new knowledge. Further development of the problem was reflected in the statements of Francois Rabelais, Michel de Montaigne, and Thomas more, who at the time of prosperity of scholasticism in the practice of the school considered the importance of training a thoughtful, critically thinking person. The same thoughts are developed in the pedagogical works of Y. A. Komensky, J. J. Rousseau, J. H. Pestalozzi, K. D. Ushinsky, etc.

The role, place and tasks of independent work in the learning process was substantiated by B.P. Esipov (in the 1960-s). According to him, in the formation of knowledge and skills of students stereotyped, mostly verbal method of teaching becomes ineffective [1]. He believed that the role of independent work of students would be increased due to a change of learning objectives, it should be focused on the development of creative, cognitive skills and computerization of education should be also taken into account.

The second direction originated in the works of Y.A. Komensky [2]. He worked on the problem of involving students in independent activities. He considered only

teacher's activities without enough deep study and analysis of nature of the student, peculiarities of his psychological and age development.

Issues of independent activity of the students were considered in scientific works of K. D. Ushinsky. He believed that the independent work of students in the learning process should follow mental nature of human and laws of his development. In his opinion it was necessary to combine the developmental impact of scientific knowledge and cognitive independence of students [3].

N. D. Levitov defined independent work as an activity performed without instructions of the teacher [4]. Followers of this direction try to show the increase of the degree of activity and independence of students in learning process and identify the ways of development and techniques of organization of students' independent work.

L. P. Aristova understands autonomy as the ability of a student to perform activities without intervention on the side of a teacher. L. V. Mardahayev considers independent students' work as their intellectual abilities and skills to identify significant and minor sings of subjects and processes through abstraction and generalization to reveal the essence of new concepts [5].

The analysis of studies devoted to the problem of organization of independent students' work of students has shown that the concept of independent work is interpreted in different ways. However, most of the scientists tend to believe that independent work is such a work, which is performed without direct participation of a teacher, but according to his instructions; when the students consciously seek to achieve the goal, using their efforts and expressing in some form the result of their mental or physical actions. Independent work, in our opinion, is defined more fully by A.I. Zymnyaya. According to her definition, the independent work is internally motivated, structured and performed by a student himself. Its implementation requires a high level of awareness, reflexivity, self-discipline and personal responsibility; it should give aпо satisfaction to a student as a process of self-improvement and self-knowledge.

A.I. Zimnyaya emphasizes that the independent work of the student is a result of well-organized training activities on the lesson that motivates its expansion, deepening and continuation at free time [6].

B. G. Ananiev believed that during the performing students 'independent work, it is necessary to develop their reflective skills. It is important for proper formulation of the students teaching and learning goals [7].

In the dictionary by S. I. Ozhegov "Reflection is thinking of one's mental condition, inclination to analyze one's experience" [8].

According to the modern dictionary, reflection is human thinking, aimed at one's own analysis – one's own conditions, actions and previous experience. In this case the depth of reflection, self-analysis depend on the degree of education, development of the moral sense and self-control.

I.S. Ladenko considers that reflection can help develop such important qualities of learners as creativity and businesslike character, competitiveness and independence.

One of the ways of development of independent students' work and their reflective skills at foreign language classes is learners' language portfolio.

Language Portfolio is a set of documents that contains student's achievements and experience in foreign language acquisition [9]. O.G. Polyakov gives the following definition to the notion of the language portfolio:" It is a collection of student's work conducted for certain time" [10]. The most proper definition to the notion of the language portfolio was proposed by N.F. Koryakovtseva. In her opinion, it is a set of materials that represents the result of student's learning activity in the mastery of a foreign language, enabling a teacher and students to analyze and evaluate the amount of work and the range of students' achievements in the sphere of studying language and culture, the dynamics of language acquisition in different ways [11].

According to N. D. Galskova, language portfolio is a document, identifying the results of students' foreign language mastery.

In modern foreign languages teaching practice different types of language portfolio are effectively used.

Language Portfolio contains three main components, including Language Passport, Language Biography and Dossier.

It is known that reflection is the main condition for self development of both: teachers and students. That is why within the language portfolio there could be tasks, defining teacher's reflective activity: reflection, strategy correction and techniques of educational activity such as " the effectiveness of work, performed by me…", "what have I learned…"," how could such task be performed…"

In conclusion, we resume that in the context of self-oriented education paradigm, learners' conscious mastery of a foreign language and culture is an essential factor, identifying the work results. There is a big role of students' language portfolio in this process, which is directed to the development of cognitive independence of learners and improvement of their reflective skills.

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РАЗВИТИЕ УМЕНИЙ САМОСТОЯТЕЛЬНОЙ РАБОТЫ УЧАЩИХСЯ НА УРОКАХ ИНОСТРАННОГО ЯЗЫКА

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Аннотация
Статья посвящена совершенствованию умений самостоятельной работы обучаемых. На основе анализа научных трудов исследователей данной проблемы, авторы раскрывают сущность понятия самостоятельная работа и его роль в когнитивной познавательной деятельности учащихся, обращают большое внимание на развитие рефлексивных умений и языковой портфель учащихся.

Ключевые слова: когнитивная познавательная активность, рефлексивные умений, самостоятельная деятельность, языковой портфель учащихся.

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STUDENT PORTFOLIO AS AN ASSESSMENT TOOL IN ESL TEACHING

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Abstract
Modern education offers a variety of assessment tools, ranging from formative to summative. The purpose of this paper is to describe the advantages of student portfolio as a form of formative assessment.
Keywords: portfolio; student assessment; learner; instructor; ESL.

Introduction

Assessment aims to measure students' progress and the effectiveness of academic programs. Currently, educators use a range of assessment tools to identify both the overall academic achievement of learners and their ongoing progress and development.

Student portfolio is one of forms of assessment of learners' progress. Being widely used across disciplines, it has become a useful tool of measuring academic achievement in ESL teaching it. In recent years, portfolios have generated a good deal of interest and encouraged English language (EL) instructors to explore ways of using them. In Russian schools, teachers have integrated portfolios into learning and assessment, acquired administrative support, and developed criteria for portfolio assessment. However, there are concerns related to reliability, validity, and appropriateness of such form of assessment. This paper focuses on the essence of portfolio assessment and its benefits in ESL teaching.

Types of Assessment

Assessment must comply with the requirements of modern society, academic and methodological approaches, as well as main priorities and objectives of school education [1]. To understand the role of portfolio as a form of assessment, we will briefly describe the existing classifications of different approaches to assessment. The most widely used terms referred to assessment are formative and summative assessment. The main difference lies in the purpose for which assessment is used. While *formative assessment* aims to facilitate learning and provide feedback on the learner's progress, *summative assessment* is used to evaluate the academic achievement in measurable terms and give a final grade to a student. Another form of assessment, which is similar to summative assessment, is *performance-based assessment.* It usually comes in the form of standardized tests, having multiple-choice or open-end questions. The questions often involve real-world application of knowledge and skills, and the responses are evaluated using a standards-based scale.

It is similar to *criterion-referenced assessment*, which implies measuring the learner's progress against defined (and objective) criteria.

Other classifications of types of assessment include their division by a certain criteria. For example, assessment can be objective and subjective, formal and informal, internal and external. Tests comprising questions with a single correct answer are called *objective,* while those which have more than one correct answer are called *subjective*. Objective question types include true/false answers, multiple choice, multiple-response and matching questions. Subjective questions include extended-response questions and essays. Objective assessment is well suited to the increasingly popular computerized format. *Formal* assessment is usually done in the form of a written test or paper, which is evaluated by numerical score or grade. *Informal* assessment is done in a more casual manner and may include observation, inventories, checklists, rating scales, rubrics, performance and portfolio assessments, participation, peer and self-evaluation, and discussion. *Internal* assessment is usually organized by the educational institution, while *external* assessment is set by educational authorities.

Assessment cannot be limited to monitoring of students' progress and development of skills in a particular academic subject. It has a more important social objective: to develop students' ability to critically evaluate their activities and find mistakes and ways to eliminate them.

What is portfolio assessment?

A **student portfolio** is a collection of student work and related material demonstrating student's accomplishments and achievements in one or more disciplines. This collection also includes evidence of student's reflection and self-evaluation, guidelines for selecting the portfolio contents, and criteria for judging the quality of the work. The goal is to help students assemble portfolios that illustrate their talents, represent their writing capabilities, and tell their stories of school achievement [Venn, 2000, pp. 530-531].

Butler defines a portfolio as "a collection of evidence that is gathered together to show a person's learning journey over time and to demonstrate their abilities" [Butler, 2006]. It can comprise a selection of assignments done by a student over a certain period of time.

Evaluation of students' progress is an essential part of the learning process and one of the important tasks of teacher's work. Fundamental to "authentic assessment" in educational theory is the principle that children and adolescents should demonstrate, rather than tell about, what they know and can do [Cole, Ryan, & Kick, 1995]. This means that portfolio assessment as the process of using a collection of student's work to analyze or measure the level of knowledge acquired by a student can be referred to as authentic. It is a way to examine and measure progress by documenting the process of learning or change as it occurs. Unlike summative assessment, portfolios include substantive descriptions or examples of what the student is doing and experiencing. Documenting progress and helping learners to reflect on it requires obtaining information beyond what can be provided by standardized or norm-based tests.

Design of a student portfolio

Design of a student portfolio is guided by three main factors: *purpose, assessment criteria and evidence.*

When a teacher decides to use student portfolio as an assessment tool, the primary concern is to define its purpose. This involves formulating the guidelines for collecting materials. A student portfolio can serve many purposes, such as tracking the program development, reporting learners' progress, identifying special needs of learners, etc.

Once the purpose or the goal of the portfolio is clear, it is necessary to define what will be considered success (criteria or standards), and what strategies are required to meet the goals. Items to be included in the portfolio are selected as they provide evidence of meeting criteria, or making progress toward goals.

When collecting data, sources of evidence must be decided upon. In the ESL class these may include records of learner's tests, projects, essays, written papers, etc. Each item is selected because it adds some new information related to the attainment of the goals.

The advantages of portfolio assessment

All assessment instruments have certain drawbacks and it is important to combine them effectively to meet every teacher's purpose perfectly. A brief comparison of traditional assessment and portfolio assessment is given in the Table.

Table.Traditional Assessment vs Portfolio Assessment

Traditional Assessment	Portfolio Assessment
Measures student's ability at one time	Measures student's ability over time
Done by teacher alone; student often unaware of criteria	Done by teacher and student; student aware of criteria
Conducted outside instruction	Embedded in instruction
Assigns student a grade	Involves student in own assessment
Does not capture the range of student's language ability	Captures many facets of language learning performance
Does not include the teacher's knowledge of student as a learner	Allows for expression of teacher's knowledge of student as learner
Does not give student responsibility	Student learns how to take responsibility

As can be seen from the Table, portfolios are used to evaluate student's progress over a period of time in various language learning contexts. They are used to test specific skills at one particular time and language performance and progress over time, under different conditions, in all four formats (reading, writing, listening, and speaking). A combination of testing instruments increases the validity and reliability of portfolio assessment.

Being embedded in instruction, portfolio assessment has two educational benefits. The first one is that a teacher measures what has been taught. The second benefit is that portfolios can reveal any weaknesses in instructional practices.

Portfolio assessment is incorporated fully into instruction; as a result, a teacher does not require additional time to be spent on assessment.

Portfolio assessment promotes positive student involvement and raises motivation for learning. As students create their portfolios, they are actively involved in and reflecting on their own learning. It increases student's self-confidence, facilitates student use of learning strategies, and increases student's ability to assess and revise work. Student motivation for language learning tends to grow in such an environment.

Portfolio allows teachers to take into account the results achieved by the learners in a variety of activities (educational, creative, social, communicative, and others). It is an important element of the practice-oriented approach to education. It helps teachers to take into account the learners' achievements not only in school but also in the general education environment: in additional education system, competitions and contests.

Portfolios help teachers to get to know their students better. As a result, a teacher can individualize instruction for the student. Weak areas can be improved and areas of mastery built upon. Learners are involved in this process of tracking their learning and can take control of their learning.

Using portfolios introduces students to an evaluation format with which they may need to become familiar as more schools and districts adopt portfolio assessment. Students can understand the value of the portfolio as a working tool that allows them to effectively monitor, plan and evaluate their achievements. For teachers, the portfolio is a tool of monitoring individual student progress over an extended period of study, an assessment tool of their educational achievements and test results.

Types of Portfolio Assessment

Basically there are two main types of portfolio assessment: process portfolios and product portfolios [Cole, Ryan, & Kick, 1995].

Process portfolio aims to document the learner's growth over time. It includes formulation of the end goals, criteria, and plans for the future. An important part of the process portfolio is the description of the student's level at the start of the educational program. Other items are "works in progress" selected to demonstrate steps toward mastery. This type of portfolio is a formative evaluation tool, probably most useful for the internal information of the participant(s) and staff as they plan for the future.

Product portfolio, also known as a "best pieces portfolio", includes examples of the best efforts of the learner, or program. These also include the evidence to demonstrate the achievement of the learning goals. Product portfolios encourage reflection of both teachers and learners on their teaching and learning. Learners are involved in selecting the content, the criteria for selection, and the criteria for asssessment, and "evidence" that the criteria have been met [Winograd& Jones, 1992]. All this provides opportunities for further development and growth.

Conclusion

The benefits of portfolio assessment are numerous. Selecting the appropriate type of the portfolio assessment depends on the institutional and learners' needs.

ESL teachers choose the approach that meets their most important instructional and assessment requirements given the resources available for implementation and evaluation.

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ИСПОЛЬЗОВАНИЕ ПОРТФОЛИО ПРИ ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ В СИСТЕМЕ ОЦЕНИВАНИЯ ДОСТИЖЕНИЙ ОБУЧАЮЩИХСЯ

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Аннотация
Рассмотрены возможности портфолио как инструмента систематической оценки и контроля достижений учащихся при изучении английского языка. Проанализированы основные формы оценивания, выделены типы оценивания при использовании портфолио, отмечены преимущества портфолио как инструмента оценивания.
Ключевые слова: портфолио; оценивание портфолио; обучающийся; преподаватель.

NEW APPROACES IN TEACHING ENGLISH AT BAUMAN UNIVERSITY

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Abstract
According to the latest educational standards, the ESP educators have to provide students' language proficiency relevant to their cross-cultural and professional communication. The academic staff of the Linguistics Department of Bauman University skillfully takes advantages of modern techniques combined with traditional teaching approaches to gain the objective. The paper discusses current trends in teaching ESP at a technical university and provides the review of main approaches in this field applied at English classes in BMSTU. The article will contribute to a better understanding of main challenges in ESP that need to be considered when implementing the Federal State Educational Standard.
Keywords: communication skills, English for Specific Purposes (ESP), multimedia technology, vocational education

Introduction

Since the 1960s, when it was first started talking about, English for Specific Purposes (ESP) was a separate direction in teaching English as a foreign language. This aspect of English language teaching (ELT) has developed considerably and has taken a leading position in teaching English as in the dynamic international integration and the global information exchange the professionals of any industry need a tool that could actually enable their effective professional communication. That tool is a professionally oriented language, in other words - English for Specific Purposes [1].

However, the level of students' English proficiency at Russian technical universities is very diverse and often leaves much to be desired. Yet, students again are often disappointed when they graduate from Universities and face the real situation in the workplace where they are supposed to use their ESP background. Their communicative competence is often inadequate to meet the requirements of the professional world they enter. Most of the students feel discontent with the syllabus that was taught, because it doesn't meet their needs. A typical course in English at a Russian technical university does not usually provide sufficient or adequate skills for those students pursuing either academic or professional and business careers. Many of them have to rely on extra lessons to learn how to communicate effectively with overseas colleagues [2].

The situation is changing now as today the ESP teachers are trying to play a new role in professional education. They set learning objectives for ESP syllabus, organize special English courses for students and then evaluate students' progress, etc. Thus, it has become vital to develop training programs and syllabi for teaching ESP in technical universities, which would take into account the requirements for proficiency in a foreign language and would be based on the following principals:

• teaching a foreign language is an integral part of the professional training;

• a foreign language course is multi-level and developed in the context of lifelong learning;

• learning a foreign language is based on an integrated interdisciplinary basis;

• foreign language training is aimed at the comprehensive development of communicative, cognitive, informational, sociocultural, professional and general cultural competence of students [3]. But the specifics of each institution or its departments, the need of customers and the students themselves must be always considered as well.

So, nowadays it is widely recognized that engineering students desperately need to obtain and develop their communicative skills.

1. Methods

The educators of the Linguistics department at Bauman Moscow State Technical University have designed a professionally oriented syllabus and materials in order to facilitate and evolve students' communicative competence. The target audience is the undergraduate students of the first and the second year of study majoring in mechanical engineering. The students attend one 90-min class each week. The syllabus consists of 12 Modules. Each module is designed for 5 weeks. The module material includes topical questions to start the discussion, short texts relating to the subject of the discussion, some video or audio files for listening comprehension and lots of activities to facilitate students' communicative skills for their academic and professional needs.

The course of the English language at Bauman Moscow State Technical University (BMSTU) lasts three years. For a long time the main activity for English classes at BMSTU has been reading and translating texts relating to students' major. Now there is a shift to speaking activities. The first two years students study General English and at the third year of study they deal with the vocational education. It means that only then they have the opportunity to learn specific vocabulary and terms and to use English for their professional needs. But the educators of the BMSTU Linguistics department came up with the idea to integrate some elements of ESP into the course of General English by introducing vocationally-orientated training toolkit: topics for discussions, vocabulary and texts, audio and video material. In addition to it, innovative teaching approaches and techniques such as a project work, web-quests, debate and mini-conferences were applied.

To research the actual situation in different groups and to evaluate the efficiency of the designed syllabus we offered a questionnaire to our peers. The results appeared to be surprising.

Results and discussion

2.1 Syllabus effect

There is a range of ideas and options in teaching ESP at technical universities [4]. As in any other form of training, there are many methods and approaches used depending on the objectives of courses and resources available. According to ESP philosophy we can divide all of them into three groups as follows: problem-based learning (PBL), autonomous learning and Information and Communications

Technology (ICT)-based learning. It is worth to point out that they all are learner-centered methodologies [1].

Today, when there are new priorities in the language education and educational cooperation of a teacher and a student has been transformed, the ESP teacher must clearly realize his/her mission. ESP teachers set up learning goals and then transform them into an instructional program with the timing of activities. One of their main tasks is selecting materials, designing syllabus and organizing course materials, supporting the students in their efforts, and providing them with feedback on their progress. They establish a positive learning environment in the classroom and set up long-term goals and short-term objectives for students' achievements. The knowledge of students' potential is crucial in designing a syllabus with real goals that takes into account the students' concern in studying. The seemingly straightforward procedure of specifying and ordering content involves one or more of number theoretical stances. In this respect, syllabus is to be aligned to the overall "philosophy" of the course. A syllabus can be synthetic, when the language is segmented into separate language elements or analytical, when the language is not crushed, and is presented at a time and without any linguistic control [4]. The items or units the teachers or course developers specify as the course content and how they organize them reveal their ideas of the language and learning. If they construe a language as a set of communicative purposes, they involve the variety of pragmatic language functions such as request, report, presentation, role-play games and debate as a course contest [5].

While designing the syllabus it should be noted that the term "students' communicative competence" is not considered as the sum of their knowledge and skills, but also as a set of personal qualities and abilities. The evaluation criterion is their ability to solve complicated problems and find answers in different situations.

Students acquire English speaking skills when they have opportunities to use the language in communication with other speakers. Actually a teacher may be the only English speaking person students can speak with, and the time for communication with students is limited during the class. So, teachers should structure effective communication environment in the classrooms. Very often good learners are great risk-takers, since they might make many mistakes in order to succeed. In ESP classes, they are handicapped because they are unable to use their native language competence to present themselves as well-informed ones. Therefore, the teacher should develop and use effective techniques for the development of communication skills in their groups, as well as to involve students in different kinds of activity, to use resources, including the online resources of the Internet to encourage communication outside the classroom walls.

Students master the English language as they work with the materials that they find interesting, not complicated and relevant to their major, and that they can use in their professional work or further studies. It should be taken into account that the more students speak the language that they hear or read, the more they are successful in mastering it. On the other hand, the longer they are forced to focus their attention on the purely linguistic, grammatical and other aspects of the language or its individual structures, which seem difficult, the less willing they have to attend

classes. As for the engineering students, they are particularly well disposed to focus on meaning in the subject-matter [6]. In ESP English should be presented neither as a subject to be learned in isolation from real use, nor as a mechanical skill or habit to be developed. On the contrary, English should be presented in authentic contexts to make the learners acquainted with the particular ways in which the language is used in functions that they will need to perform in their fields of specialty or jobs [7].

All these ideas were considered while designing a "blended" syllabus for BMSTU undergraduates. Its effect was remarkable. According to the mentioned above questionnaire (Tables1,2) the major portion of a classroom time was devoted to developing speaking skills (not less than 35% of a classroom time) and 80% of students succeeded in different kinds of this activity (in making presentations, reports for conferences and debate). It is a success as previously the majority of undergraduate students could play small dialogues and ask/answer questions. The ESP teachers managed to shape the communication environment and to motivate their students to speak out.

2.2 Innovative ESP techniques and technologies

Nowadays there are a lot of textbooks at the disposal of ESP teachers to work in the classroom [1,3,5,8], but they do not always satisfy the learners' needs and goals that is why most of the ESP colleagues use their in-house materials in ESP teaching tailored for the specific purposes and needs of their students. What is more essential in creating the learning environment, it is the integration of the Information and Communication Technology (ICT) [9] and multimedia resources. Nowadays computers and the Internet are commonly found. That's why they should be assistants in mastering the language. One of them is editing Wiki ("What I Know Is ... "). As it is known Wiki is the web site structure and content that users can modify by themselves using the tools provided by the site itself [10]. Texts formatting and inserting various objects in it is made by using Wiki markup. It is the possibility of collective development, storage, structuring text, hypertext and a file, including multimedia that makes Wiki attractive for the students to work with both in the classroom and to a greater extent autonomously.

Web-Quest can be beneficial for ESP learners as well. Web-quest is the Internet site where students work, performing a particular learning task [11]. Usually web-quests are designed for 1-3 lessons. Web-quests technology helps   generate and develop the following learner's competences [12]:

• employment of IT solutions for the professional tasks (i.e. to search the information needed, as the result of this to make computer presentations, websites, flash movies, databases, etc.);

• autonomous learning and self-control;

• team work (planning, allocation of responsibilities, mutual aid, mutual control);

• ability to find multiple ways to solve a problem, to determine the most rational option, to explain the own choice;

• public speaking skills, for the need to present in public the project, to answer questions or to take part in the debate.

Group discussions and a project work to form communicative skills are highly ranked by ESP specialists as well. We are concerned with one more modern trend in ESP teaching such as a debate. Even at the stage of preparation for a debate students have to mobilize all their knowledge and ability of speaking a foreign language, to use their critical thinking and develop lateral (unconventional) thinking [13]. Thus, during the debate students have a chance to demonstrate their linguistic and professional competence.

All these techniques are helpful to encourage students' communicative skills to involve them into research activity and acquire the experience in a team-work.

It is important to mention that teachers need regular encouragement and guidance how to use new technologies. Younger teachers are not surprisingly often better demonstrators of technology so they might become excellent instructors for aged peers who are trying to adapt new technologies to their classes.

3. Conclusion

If ESP teachers are anxious to succeed in their work with the engineering students, they have to find and adapt new techniques in order to involve a Z-generation in the traditional subject areas with the help of multimedia teaching aids and digital technology, online resources and mobile applications.

ESP training mechanisms are developing faster and faster and it is absolutely evident that to cover all the modern trends is impossible in this short article.

Thus, despite the fact that the teaching ESP focuses on the practical professional application, as well as any other aspect of English language teaching, it is based on the knowledge of the language nature, the basic methods and forms of teaching and learning. A blend of traditional teaching methods and new technologies, including the use of a virtual environment to support the students' motivation is becoming one of the productive approaches in the field of ESP training. Critical re-evaluation of the material studied by students contributes to shaping and evolving students skills and abilities, forms their linguistic, socio-cultural, communicative and professional competence.

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НОВЫЕ ПОДХОДЫ В ПРЕПОДАВАНИИ АНГЛИЙСКОГО ЯЗЫКА В МГТУ ИМ. Н.Э. БАУМАНА

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Аннотация

В соответствии со стандартами высшего образования последнего поколения преподаватели английского языка в техническом университете должны обеспечить такой уровень владения английским языком студентами, который будет достаточен для их межкультурного и профессионального общения. Для достижения этой цели преподаватели кафедры «Английский язык для машиностроительных специальностей» факультета «Лингвистика» МГТУ им. Н.Э. Баумана умело используют современные методиками преподавания наряду с традиционными подходами. В статье описываются новые направления в преподавании английского языка для специальных целей в техническом вузе, а также дается краткий обзор новых методик в этой области, используемых на занятиях английского языка в МГТУ им. Н.Э. Баумана. Данная работа может быть полезна для лучшего понимания тех проблем преподавания английского для специальных целей, которые необходимо учитывать при реализации новых образовательных стандартов.

Ключевые слова: английский язык для специальных целей, коммуникативные навыки, мультимедийные технологии, профессиональное образование.

HIGHER AND LOWER ORDERS OF LEARNERS' COGNITIVE SKILLS

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Abstract

This publication addresses the issue of cognitive skills as a challenge for teachers and an asset for learners. Despite the unanimity in accepting cognitive skills development as a rightful educational agenda, teaching practitioners give preference to the development of lower-order cognitive skills in learners. The reason is not only the backwash effect of closed-ended testing tasks, but also the comparative efficiency and practicalities of building up higher-order cognitive skills of critical thinking. This research draws on teachers' opinion poll, follow-up interviews and a case study of teaching students of engineering specialties a set of higher-order cognitive skills in their lessons of English.

Key words: cognitive skills, non-cognitive skills, lower-order cognitive skills, higher-order cognitive skills, logical reasoning, critical thinking

Definition of the concept

Skill is a critical asset of human capital, increasing productivity of individuals and communities. Hence, there is growing interest in exploring the area of cognitive skills and philosophy of cognition in education. [Auletta, G. 2011.] Cognitive skills are knowledge- and competence-related mechanisms. This relationship consists in that learner competence is a function of skills.

There is a whole scope of terms related to skills in cognition: cognitive universals, cognitive strategies, metacognitive skills, study skills, study competence etc. [Mageean. 2000.]

The overview of skills pertinent to learning leads us to the following definition of the learner cognitive skill: *Learner cognitive skill is a functional mechanism that enables an individual to process information and produce new knowledge, creating, integrating and utilizing the means of resolving situational challenges and problem.*

Problematizing learner cognitive skills

Cognitive skills in education have become a trendy research strand since the second half of the 20th century. In search of pedagogical means to increase the efficiency of instruction, attention of scholars has focused on controlling memory processes, developing intelligence functions, such as, decision making and problem solving, embedding cognitive operations in teaching procedures, dealing with challenged learners in the inclusive environment.

Going deeper into the problem of cognitive skills it is necessary to point out that the improvement of learners' standardized achievements in tests is often the result of building up subject competences rather than cognitive skills in learners. This means that the focus of attention is in many cases put primarily on the subject

knowledge overlooking the development of fluid intelligence. Teaching contents rather than cognitive skills, seems like taking a shortcut, which is always a faster track. One of the reasons is that it is unknown how the enhancement of fluid intelligence translates into gains in the learners' examination performance.

It is worth noting that the ability to solve "cloze" (gap-filling) tasks is not constrained by lack of global comprehension of the whole text, meaning that successful performance in cloze tests is possible by attending to details and and ignoring whole-meaning processing. Emphasis on making local inferences lies lower in the order of thinking than interpreting implied meaning, reflecting and commenting on the content processing the text globally.

The chief finding is that whole text processing points to higher-order thinking during reading in contrast to local inferences from words, clauses or sentences. This means that global meaning processing is a separate cognitive skill standing higher in the hierarchy of cognitive operations.

The controversy lies, therefore, in the three opposite approaches: teaching cognitive skills vs. non-cognitive skills, developing cognitive skills vs. subject knowledge, training learners' cognitive skills vs. testing skills.

Research hypotheses

The hypothesis of the research consisted of three propositions: cognitive skills growth in the classroom depends on explicit training of lower- and higher-order cognitive skills with the specificity of their development at every level,

Conceptual analysis

In view of the importance attached to cognitive skills in school learning and future employment, there is continuous interest in Bloom's taxonomy of deeper learning, which involves higher order thinking and the capacity to transfer knowledge to a great variety of tasks and contexts. As Bloom's taxonomy suggests, knowledge development proceeds with the growing complexity of cognitive operations, starting with retention of discrete pieces and over to comprehension through transformation, application by transfer to new circumstances, analysis and distinguishing between facts and opinions, synthesis in a *new* intellectual product, and evaluation as critical reflection.

Cognitive skills enable the learner to work out four types of knowledge such as, factual (facts and events), conceptual (theories and models), procedural (methodology and processes), and metacognitive (awareness of ways and practices). These types of knowledge, based on higher-order thinking, enable higher-order cognitive behavior in learners. Creative procedures of knowledge generation in learners enhance cognitive abilities further on.

Emphasizing the development of higher-order cognitive skills may produce a false impression that lower-order skills are of lesser significance in the learners' cognitive development. In reality, lower- and higher-order cognitive operations build upon each in accumulating thinking experience. This explains the necessity to train *memory*, supported with *comprehension* skills. Only on this condition will learners' minds be ready for exercising creativity skills, producing and

implementing novel ideas from scratch. The real value of learners' cognitive development is not so much the ability to solve problems, but the skill of *learning to learn.*

Lower-order cognitive skills include:
- owning knowledge
- utilizing knowledge
- demonstrating knowledge

Higher-order cognitive skill embrace the following operations:
- generating knowledge
- generating problems
- generating solutions

Quasi-cognitive skills:
- metacognitive reflections
- procedure organization
- language use

Cognitive skills can make an important part of language teaching curriculum. However, there are both proponents of and opponents to the cognitive-skills approach who either support or take issue with the higher-order cognitive skills in the language classroom. The crucial point of the debate here is whether language teachers should or should not address cognitive processes in learners.

Teachers' opinion poll

In search of the teachers' views on the cognitive agenda in the English language classroom, we conducted an internet-based opinion poll among 139 teachers from various regions of Russia. The question was about the most frequent teaching activities in the lessons of English. The results are in diagram 1.

The results show that in Russia's classroom context, "retrieving previously learned information" is taking the lead, with "testing language and communicative skills" coming second. Unlike the tendencies of the pre-communicative era, "retelling previously learned texts" has moved a step down the list, letting ahead "learner reasoning in discussion and writing". Previously popular "consolidating and memorizing lesson material" has descended further down in favor of "transferring knowledge to a different situation". However, such activities as "questioning contents", "finding controversial information in books and on the internet", "generating learners' own material" still occupy subsidiary positions in the chart.

Follow-up interviews

During the interviews, the teachers reflected on their opinions. The purpose of the interviews was to probe into the most favored activities in the English language lessons. The interviews revealed that the key activity most frequently mentioned by the teachers during interviews was text-based teaching. This implied text comprehension committing the content to memory, whether voluntarily or involuntarily. An important feature of the "proper lesson" was teaching grammar and vocabulary with a variety of sentence- and text-based techniques. Grammar-and-vocabulary activities, according to the teachers' model, had a "creative" follow-

up. The arsenal of the tasks referred to as "creative" included storytelling (based on the studied texts), dialogues and role-plays (dramatized learner-made scripts), text- or problem-based discussions, summarizing a text or, making WebQuest presentations. Language testing was a destination point of the teaching/learning trajectory.

Discussion of the teachers' opinion poll and interview results

One of the frequently used text-based cognitive operations is the retrieval of information from memory. Though it is not a higher-order cognitive skill, research proves that retrieval of rhetorical units is necessary for ample text comprehension. This means that retrieving information from memory is the necessary pre-skill for higher-order text processing.

With all the importance attached to text-based teaching and task-based amendments, the awareness of the need to boost cognitive load for better intelligence training, especially in content and language integrated learning (CLIL) is becoming apparent. The newly springing tendency is utilizing higher-order cognitive skills as a hallmark of high-quality teaching. The most recent tendency is to integrate language learning and content studies. As L. Vygotsky powerfully proved, thought and speech though stemming from different roots merge into a unified function that enables social interaction and the skill of reasoning. [Vygotsky, L. 1986]

Action research rationale

In our action research we proceeded from the premise that the key cognitive skill to be developed in students was *argumentative reasoning as logical arrangement of evidence generated and evaluated for the purpose of problem solving in the course of cognition*. Additionally, we taught our learners to observe and describe, interpret and explain, use evidence, make connections and create a *complexity* of views, looking for and dealing with controversies, thinking critically about thinking. In our lessons, the post-graduate students at the technical university were given a series of texts containing discursive reasoning and the task was to write their own deliberations on the subject.

Our results proved that short-term training raised the performance of crystallized intelligence, i.e. imitable and declarative knowledge. Fluid intelligence in the form of inimitable and procedural skills did not now show a reliable rise in scoring during extra training sessions. Higher-order cognitive skills presumably require life-long learning.

By giving our post-graduate students short-term training, we succeeded in teaching them to:
- use the given data,
- generate their own evidence by accessing resources,
- follow the suggested format,
- organize the text structurally,
- achieve discourse cohesion with connectives.

Short-term training given to the participants failed to:
- broaden background and general knowledge,

- achieve maturity in evidence and argumentation,
- deal with the cognitive bias,
- overcome stereotypical thinking,
- learn the art of hypothesizing and theory building.

Short-term training proved to be relatively successful in teaching learners the knowledge that can be located in the text, such as, creating in learners' memory a certain complexity of facts and assumptions. These attainments referred to the lower-order cognitive skills.

Higher-order cognitive skills consisting in critical approach to the established propositions, questioning stereotypes, creating controversies, seeking solutions and building theories apparently require a longer program of instruction.

Conclusion

The research into the development of cognitive skills in students has produced a number of findings that shed light on the issue suggesting integration of subject knowledge build-up, cognitive skills development and successful performance in a unified pedagogical process.

The learning process can boost the growth of lower- and higher-order cognitive skills as a merger of learners' ability to analyze localized details and to synthesize new knowledge by processing facts and opinions critically, reasoning logically and drawing conclusions in a well-informed way.

Processing localized ("pinpointed") details in the text is the way to develop skills of comprehension and analysis in learners, important but not sufficient for the ample actualization of intellectual functions. In contrast, whole-text message elicitation is the activity that trains the skills of synthesis and productive thinking, necessary for generating new knowledge.

The reality of learners' cognitive development is that the skills of processing localized knowledge develop sooner than the ability to generate knowledge through critical thinking. The latter, being a higher-order cognitive skill, develops through lasting and concerted efforts.

The teaching community seems to give preference to teaching knowledge comprehension and learning rather than knowledge production, because the former brings fast-track and tangible results, while the latter requires life-long learning. There appears to be no such thing as a fast track towards the development of higher-order cognitive skills.

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КОГНИТИВНЫЕ УМЕНИЯ УЧАЩИХСЯ БАЗОВОГО И ВЫСШЕГО УРОВНЯ

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Аннотация

В статье рассматривается проблема когнитивных умений, которые создают познавательные преимущества учащимся, но представляют проблему для учителей. Несмотря на единодушие в том, что развитие познавательных умений есть весьма целесообразная часть образовательной программы, учителя-практики предпочитают формировать у учащихся базовые когнитивные умения. Причина заключается не только в эффекте обратного влияния, которое оказывают тестовые задания закрытого типа на учебный процесс, но также в затратах учебного времени и меньшей эффективности приёмов формирования у учащихся высших когнитивных умений критического мышления. Это исследование основано на опросе преподавателей, последующих интервью и анализе конкретных случаев формирования у студентов инженерных специальностей когнитивных умений высшего уровня на занятиях английским языком в профессиональных целях.

Ключевые слова: когнитивные умения, некогнитивные умения, базовые когнитивные умения, высшие когнитивные умения, логическое рассуждение, критическое мышление

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LEARNING A FOREIGN LANGUAGE THROUGH EDUCATIONAL GAMES AS AN EFFECTIVE WAY TO DEVELOP SPEAKING SKILLS

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Abstract
The article examines the effectiveness of educational games in teaching foreign language communication of junior schoolchildren. The authors give examples of educational games as an effective tool for raising learners' motivation and development of speaking skills.
Keywords: teaching English in primary school, communicative competence, effective methods, game, primary school.

Introduction

Today, teaching foreign languages in primary school is one of the most important issues that demands attention both in the education system and in society as a whole. One of the main tasks of foreign language teachers in primary school is to make the subject of learning interesting. Young learners are very emotional and mobile; their attention is involuntary and unstable. In the process of learning a foreign language, psychological characteristics of children of this age play an important role. As a rule, young learners pay attention primarily to what is causing their immediate interest.

Games are the main activity of primary school age children. Children love playing games, as they are fun. Educational games, in particular, teach children social interactions, colors, numbers, develop their logical thinking skills, expand the vocabulary, teach reasoning strategies, and following rules and procedures. If games can teach this much in the early stages of childhood development, then surely, they can be used in a foreign language classroom. This article will define the relevance of games in schools, their educational value, as well as how to develop and use games in foreign language classrooms.

Educational games in ESL classroom

In training, learners tend to have difficulty mastering the following elements of communication: the ability to start a conversation, keep the conversation going, agree with the opinion of the interlocutor or deny it, ask questions for clarification. Due to lack of experience, students are not always able to express their opinion on a particular issue.

The game has always been and remains one of the most effective, flexible and versatile methods of instruction. It is designed to activate the learning process and make it more productive, as well as create and further develop the motivation for learning. Games can make a classroom an interesting and exciting environment. Games have a positive effect the learning process, by turning the monotonous work

on memorization, repetition, consolidation, or assimilation of information into a fun activity that activates all mental processes and functions of a child. Another positive aspect of a game is that it facilitates the use of knowledge in a new situation, when the learning material passes through a kind of practice; it brings variety and interest in the learning process.

A carefully planned and well-organized game is a method that allows solving problems of practical, developmental and educational nature. Learning through games is a specially organized training activity (in the most entertaining form), suggesting the problem and possible ways of its resolution [1, p. 110].

A child is given an opportunity to play the role of an adult, to analyze certain situations in games, to draw conclusions. At the same time, games as development activities are a method and a form of life, cooperation, community, co-creation with the adults, a mediator between the world of a child and the adult world.

The teaching methodology focuses a lot on the games for primary schoolchildren (F.K. Bleher, A.S. Ibragimova, N.M. Konysheva, M.T. Salikhov). This is because teachers consider the game as an important method of learning for children at preschool and early school age.

According to A.N. Leontiev, in the course of the child's activity there is a contradiction between the rapid development of his need for action with objects, on the one hand, and implementation of this action, on the other hand. The child wants to take over control of the vehicle, rowing boat, but cannot carry out this action because he cannot get hold of the operations that require real substantive terms of this action, and this contradiction can be resolved in a game [2, p. 23].

The Polish researcher Stefan Schumann notes that the game is a characteristic and peculiar form of activity of a child, through which he learns and gains experience. Schumann pointed to the fact that the game encourages the child to the highest emotional experiences. According to Schumann, the game can be seen as a development process aimed at forming observation, imagination, concepts and skills.

According to G.K. Selevko, a game is a type of activity aimed at the reconstruction and assimilation of social experience, which develops and improves self-management behavior [3, p. 49].

All points of view on the role of the game are varied and contradictory. However, most researchers agree that games provide such essential functions, as the function of socialization; the function of interethnic communication; the communicative function of the game clearly illustrates the fact that the game is a communicative activity, allowing a child to enter the real context of complex human communication; diagnostics; therapy; entertainment [4, p. 96].

In our opinion, the communicative function of the game plays the most important role in the formation of the communicative skills of the students. The communicative nature of the game provides the opportunity to develop communication skills. The need to comment on their own and others activities, to interact within the group, object, disagree, to express their opinion serves as the basis for the development of speaking skills and strategies of communication, it is necessary to initiate and maintain the dialogue [5; p. 31]. The formation of speaking

skills and abilities should go in conditions as close to those that may arise during the natural communication, and the learning process should be based on solving communication problems through the system of linguistic material. In educational communication tasks, the teacher invites and engages students in creative activities.

With a view to the formation and development of communication skills of primary school pupils, we have developed a glossary of trial lessons on specific topics under the thematic plan of classes, one of which is shown in Fig. 1.

Fig.1 - Glossary on the theme Family

The experience has shown that the communicative game should be used to train the linguistic materials. In the early stages of learning a foreign language, this condition is a must, otherwise the game will be daunting, and as a result, meaningless.

The basis of various communication technologies are the games, such as gap-filling, guessing, searching, selection of the same pair, exchange, accumulation or

collection, combination and card games, challenges and puzzles, role-playing and playing.

Thus, it is especially important to note that the game activates the desire of young learners to contact with each other and the teacher creates the conditions for equality, destroying the traditional barrier between the teacher and the student.

Communicative games are good for training the vocabulary as children can memorize twice as many words as through conventional memorization. The fact that the game is of interest for children and gives them the opportunity to express themselves in a fun activity for them contributes to a more rapid and lasting memorization of foreign words and sentences.

Conclusion

Based on the foregoing, it must be concluded that the use of games forms in the initial stages of learning a foreign language is an effective method for the development of communication skills of primary school children.

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ОБУЧЕНИЕ ИНОСТРАННЫМ ЯЗЫКАМ ПОСРЕДСТВОМ ОБУЧАЮЩИХ ИГР ПРИ ОБУЧЕНИИ ИНОЯЗЫЧНОМУ ОБЩЕНИЮ МЛАДШИХ ШКОЛЬНИКОВ

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Аннотация
Проанализирована эффективность образовательных игр в процессе обучения иноязычному общению младших школьников. Авторами приведены примеры обучающих игр, служившими эффективным мотивирующим и обучающим средством для развития навыков устной речи.

Ключевые слова: обучение английскому языку, обучающая игра, раннее обучение, коммуникативная компетенция, эффективные методы, младшие школьники, начальная школа.

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TEACHING ESP TO COLLEGE STUDENTS ENROLLED IN THE PROGRAM "ART AND TECHNIQUE OF PHOTOGRAPHY"

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Abstract
The article discusses the problems of teaching English for specific purposes to students enrolled in the program 54.02.08 "Art and Technique of Photography" (advanced level of training). The authors focus on the importance of teaching professional vocabulary in accordance with the requirements of national educational standards. The proposed study program combines didactic units, authentic professionally oriented texts given inter-and meta-subject relations. The ESP teacher must be familiar with the basics of the profession.
Keywords: English for professional purposes; training program; authentic texts; terminology.

Knowledge of at least one foreign language is one of the prerequisites of success in professional and personal life in the 21st century. Integration of Russia into the global market and extension of its cooperation with other countries enlarges considerably the possibility of international contacts for different social groups. Today, there are many opportunities to get a degree from a foreign university, find a job abroad, promote goods and services in the global market, participate in exchange programs for schoolchildren, students, specialists, etc. It changes the role of a English in the society dramatically, turning it from a discipline in the curriculum into the core element of the modern education system, and a tool of personal and professional development [1, p.3].

In this paper, we describe the problems of teaching English for vocational purposes to future photographers. Today, photography solves several important tasks. Firstly, it is an ideal tool of communication with the world, including communication with other people. On the one hand, photographers show beautiful places and natural wonders of our planet, but on the other hand, they attempt to solve much more important problems, concerning ecological and social issues. Secondly, photography is a tool of both understanding and influencing the world, which is why it requires good knowledge of English as a means of international and inter-cultural communication, a means of self-development and enrichment of the individual's internal world and personality.

All this makes knowledge of the English language one of the key competences of a specialist in photography, along with computer literacy and professional training. The importance of these competences is stated in the Federal Governmental Educational Standard (hereinafter referred to as Standard) for the program – 54.02.08 –Art and Technique of Photography.

The Standard defines the following competences:
1. Oral and written communication in professional and everyday-life setting;

2. Translation of professional texts
3. Independent mastering of oral and written English skills and enlarging the vocabulary

The requirements include the lexical minimum of about 1200 – 1400 units and grammar minimum sufficient to read and translate (using a dictionary) professional texts in English.

It is noteworthy that the Standard requirements comprise the development of a student communicative competence, including communication in professional settings. This requirement is crucial for increasing students' job-hunting opportunities.

The monitoring of the results of the English skills of students enrolled in the educational program – 54.02.08 –Art and Technique of Photography at College of Automatization and Information Technologies (CAIT) No. 20 ("The "Mossovet" Department) revealed several problems and made it possible to propose a plan for their solution. The study involved 120-150 college students who are post-high-schools students. The findings showed that the average level of English skills of high school graduates was very low. They had difficulty fulfilling reading comprehension tasks, communicating their ideas in English, writing simple texts; they tend to make grammar and spelling mistakes, etc. Fig. 1 presents the statistics of problems the college students experienced when using English.
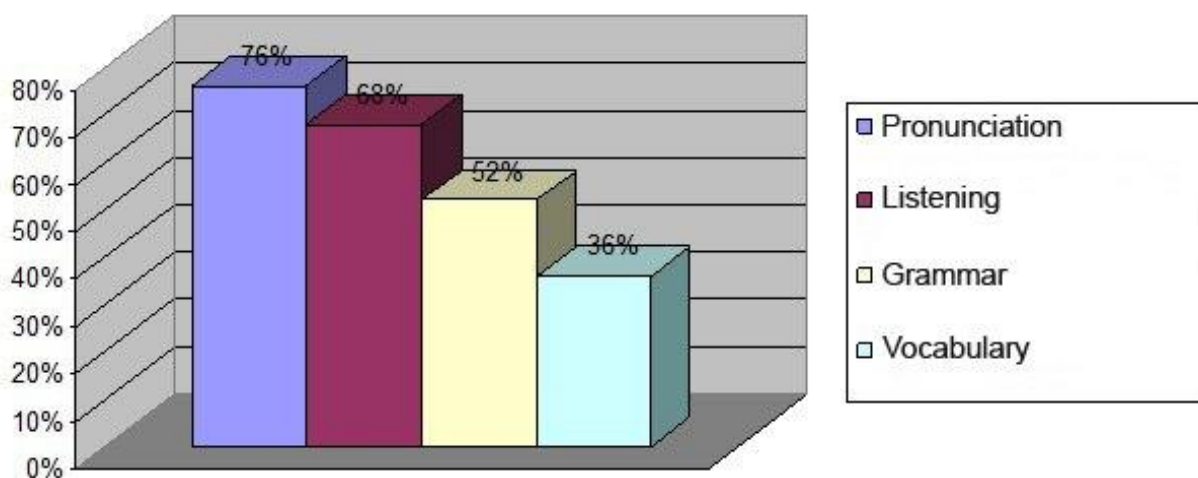
Figure 1. - Language problems of first-year students

In accordance with the research results, 76% of the students having good grades at school demonstrated low level of skills in English phonetics, English pronunciation, transcription signs and reading rules. About 68% of students had certain difficulties understanding spoken English and, as a result, did not have the necessary communicative skills and were not able to keep a conversation going about general topics, not to mention professional topics. Approximately 52% of the students were not familiar with the word order in English sentences, were not able to make the sentences negative or interrogative. More than 36% of the students did not know even the basic English vocabulary, they were unable (and even did not

want) to use dictionaries and wrote the words the same way as they heard them and sometimes even considered transliteration as the variant of translation.

From the results of a 10-year survey, it can be concluded that practically 95% of school leavers had some difficulty reading and understanding general English texts. When communicating for professional purposes, students could hardly formulate a question in English and understand the answer.

Another problem is that young people tend to rely on modern digital facilities, and argue that they can use the "electronic translator" if necessary. Fig.2 shows the correlation between the use of electronic translators and the importance of improving learners' skills in translation.

The students' digital technology overestimation

5%

95%

☐ Using the "electronic translator"
☐ Improving the skill of translation
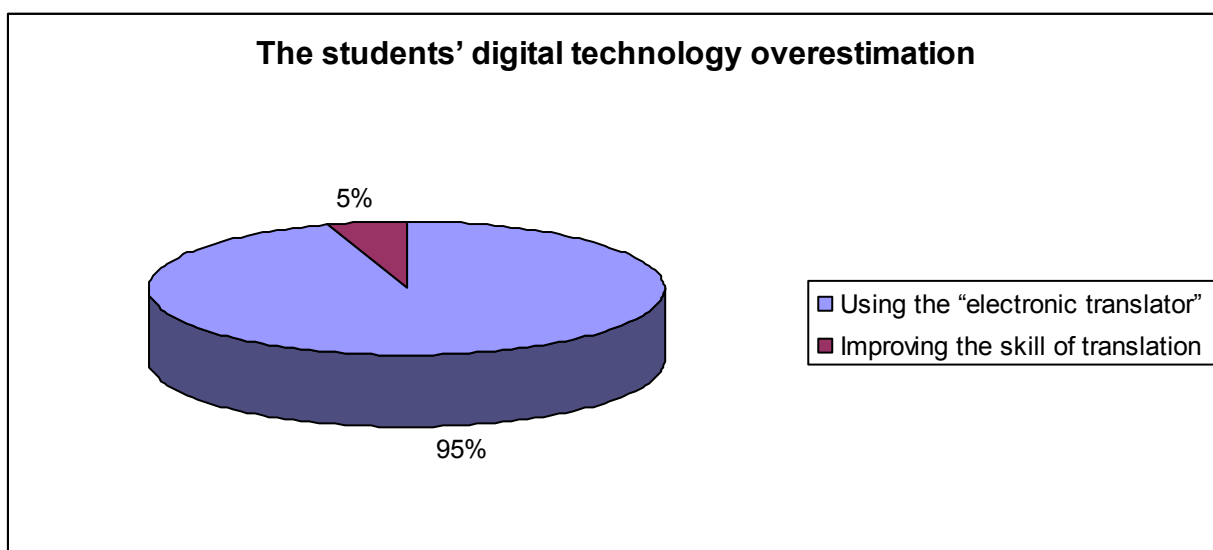
Figure 2. - The students' digital technology overestimation

The problem appears to be even more serious because of the polysemy of the English language, in which almost every word has multiple meanings. It is a universal truth that neither "electronic translator", nor the "electronic dictionary" is smart enough to select the word to match the given context. For example, when it comes to technical articles, knowledge of terminology is very important. The dictionary entry might have several definitions and a student must be attentive and smart enough to choose the right one. Here are the examples of the terms studied in the program "Art and Technique of Photography":

a hot shoe - flash plug at the camera;

a hot mirror filter - the neutral filter through which only the light of visible spectrum could pass, and which blocks the ultraviolet and infrared radiation;

barn doors - the movable leafs at the spot light source, which points the narrow light beam to the desired direction;

a bookend – a flat light reflector in the form of a folding screen, that can be mirrored and opaque, etc.

When professional jargon is used in technical articles, the translation process may resemble that of solving riddles, especially for an interpreter who is not familiar with the terminology. The interpreter should grasp the meaning of the text, using the

dictionary and professional knowledge. Fig 3 shows an illustration of confusing terms, the meaning of which would-be photographers have to know.

Fig. 3 "The hot shoe" namely and as a term.

Moreover, sometimes the wrong translation eliminates the possibility of understanding. For example, no foreign photographer can understand the sentence: *The manifestation of the film of this type should be performed with special circumstances*, which means, "*The process of the color film development should be carried under special conditions*".

The requirements for Foreign Language teaching formulated in the Federal Governmental Educational Standard for 54.02.08 Art and Technique of Photography stress the importance of teaching a FL for professional communication. This explains the necessity of specific professional-oriented didactic units to stimulates foreign language learning of future photographers.

A lot of emphasis is placed on the reading materials which must be professionally oriented and authentic. The learning materials are taken from different English sources, such as the M.I. Rudomino Library, the Internet resources, periodic magazines and journals, etc.

Reading materials collected at the English class form a "bank" of didactical units that are used in the learning and teaching process. The choice of these units is discussed with the teachers of professional disciplines, inter-discipline courses and professional modules, given the relevance, professional aspect and the usefulness criteria. The use of the professionally oriented didactical units motivates students to study the English language.

The authors of the article developed the study program of the discipline to match all the mentioned above requirements (The program is registered at the Federal Depositary of the Electronic Issues # 0321202737).

First-year students are stimulated to concentrate on the use of professional lexis. With the attempt to activate their interest in the professional terminology, while studying the "common knowledge themes" ("The choice of the profession", "Hobbies and interests". "The PC", "My working day", "Education and Study"), they perform practical exercises from the perspective of their future profession (a photographer), using special professional vocabulary.

In the second semester, students are supposed to write an essay in English about one of the places of interest of Moscow and the suburbs. The essay should be

illustrated with the photographs of the described object made by the student in accordance with the requirements to the architect object photography given to the student in the special discipline lessons and inter-discipline courses.

In the third semester, the students are offered the "general themes" related to physics and chemistry topics. On the one hand, these themes help to activate the students' knowledge of these disciplines. This knowledge can help students to study special disciplines more effectively. On the other hand, these themes familiarize students with professional terminology (e.g., element, compound, solution, semiconductor, silicon). The Macmillan publishing house textbook «Macmillan Guide to Science» is used to achieve this aim.

The course also covers the topics "Work and equipment" and "Instructions and Manuals". The students read authentic articles containing the information on the themes, which they study in other modules and disciplines:

This material can also be used as the instructions for students who are ready to study and to use creative and special methods of photography described in different instructions and manuals.

The material (including audio-visual items) about the history of photography, the biographies of the famous photography inventors and the historical photographic methods are taught in the fourth semester (the second year). This material revives and enriches the knowledge gained in the disciplines "The history of audio-visual art" and "The history of photography and art design".

The themes "The principles of photography" are taught at the advanced level in the fifth semester (the third year). These are the articles about chemical and digital photography, the place of photographic art in the context of the modern art, the use of photography in modern mass media. The skills, methods and styles of modern photography are also studied in the fifth semester. The information gained by the students could definitely be a significant benefit for their future professional activity and the knowledge of the professional slang would make it easier for them to communicate in the professional community.

Moreover, third year students read articles about non-conflict communication principles at the end of the fifth semester. The knowledge of these principles will help them to work with customers, in particular, discussing the requirements with the clients. This material matches the inter-discipline courses 02.01 – "Economics and the photo-organization management" and 02.02 – "The business planning". Students read articles related to the course "The visage and stylistic", focusing on skills of business negotiation, business writing and conflict management. Third-year students study the materials about the employers' requirements to professional workers in related jobs at the end of the fifth semester. The task is to list, describe and offer reasonably to the employers the skills and knowledge necessary to match these requirements.

Third-year students study texts on economics and labor market topics in the sixth semester. These texts concerns the following items: "Unemployment", "Job Hunting", "Competition", "Labor Supply". The materials are taken from the Macmillan Publishing house textbook «Macmillan Guide to Economics».

The students study "The resume writing hints" and the structure of "The application letter". It allows them not only to learn the terminology, which can be useful while job searching, but also helps them to write the application letter and resume of their own as well as refresh the knowledge of the learning discipline OGSE "The basis of economics".

In is necessary to note that professionally-targeted choice of authentic didactic units allows to using the inter-discipline links. It helps to form the graduates' professional competence more effectively. The students receive the possibility to get useful supplementary information from a variety of sources.

To summarize, the study has shown that attention should be paid to pedagogic and linguistic competence of English language teachers, as well as to the teacher training in professional vocabulary and general understanding of the professional disciplines.

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ОСОБЕННОСТИ ПРЕПОДАВАНИЯ ИНОСТРАННОГО ЯЗЫКА ДЛЯ СТУДЕНТОВ СПЕЦИАЛЬНОСТИ 54.02.08 «ТЕХНИКА И ИСКУССТВО ФОТОГРАФИИ»

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Аннотация
В статье поднимаются вопросы реализации обучения английскому языку студентов специальности 54.02.08 Техника и искусство фотографии (углублённой подготовки) с учетом введения профессиональной лексики в соответствии с требованиями ФГОС. При составлении программы обучения учитываются меж- и мета-предметные связи, в качестве дидактических единиц используются аутентичные профессионально ориентированные тексты. Дополнительным преимуществом при преподавании можно считать владение преподавателем иностранного языка основами профессии студента.

Ключевые слова: английский для профессиональных целей; учебная программа; аутентичные тесты; терминология.

УДК 378:811.11
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TEACHING ENGLISH AS ESP
TO PART-TIME UNDERGRADUATE STUDENTS

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Abstract

The part-time education form includes in-class sessions and distance learning. The former, however small, possess a great teaching potential in matters concerning students' motivation and especially self-study skills acquisition. The learning model given by the teacher is to build the students' awareness of a complete sufficient studying cycle in EFL process, as well as the ability to implement it by themselves. The approach suggested in this paper is based on some principals and several 'format and content' characteristics applied.

Keywords: communicative competence as the major aim of teaching, Content and Language Integrated Learning, subject syllabus adjustment, teaching English as ESP, undergraduate students of advertising and communications.

1. Introduction

The part-time studying mode is notoriously known for its considerably smaller number of academic hours of in-class work, while according to the standard such students are supposed to achieve the same level of skills and knowledge, that is to say, the same level of competences prescribed by the standard [1]. Understandably, this collision serves as a source of the need for tailoring the educational process, approaches and teaching techniques, for both the goals and the tense conditions to meet. While it may seem not so serious a problem with all the distance technology available, we insist that without proper, carefully arranged instruction supplied during the in-class session learning will hardly be efficient enough. This paper suggests a solution to the issue, taking as an illustration teaching English as ESP (English for Specific Purposes) to part-time undergraduate students of advertising and communications.

2. Educational Goals and Teaching Conditions

In teaching a foreign language to such students we aim at forming Communicative Competence, which is interpreted in the standard in force as '… способностью к коммуникации в устной и письменной формах на русском и иностранном языках для решения задач межличностного и межкультурного взаимодействия' (being capable of written and oral communication in Russian and foreign languages to carry out interpersonal and intercultural interaction) [1]. In relation to the discipline we provide – Foreign Language for Advertising and Public Relations – it is important to narrow the goal by specifying the sphere of communication as professional and the area of application as handling work issues typical for an advertising and PR practitioner.

Speaking about the other constituent of the collision mentioned in the introduction – a drastic lack of in-class hours of study, they make up only 44

academic hours, whereas full-time students attend as many as 294. Naturally, the balance is shifted heavily onto independent work, making up respectfully 594 and 390 hours.

Another aspect to be taken into consideration is that the initial level of English with part-time students can typically be described as 'false beginners', while it is known to be much higher with 'full-timers' usually identified at pre-intermediate.

The sum of the peculiarities described makes it quite a challenge to succeed in teaching. Nonetheless, putting it in plain words, we, as every educator, strive to contribute to the general educational result, equipping our students with the minimum of the necessary practical work tools and making them ready to cope in certain professional situations.

3. Suggested Approach

As stated above, it is carefully chosen instruction and guidance during the in-class session that should prerequisite students' successful independent learning. That is to say, the learning model given by the teacher is to build the students' awareness of a complete sufficient studying cycle in EFL process, as well as ability to implement it by themselves. The suggested approach is based on some principals and several 'format and contents' characteristics applied.

- The Principle of Motivation Building – 'I can do it' approach. The students learn to cope with practical tasks, to meet profession-targeted communicative objectives. On the other hand, the topic areas should be carefully chosen for them not to be too specialist, as, simply, the students will not be ready to cope. As research shows, in pursuit for practice-oriented studies it is easy to overdo it with the topics.

- The Principle of Specialist Skills Building. A certain number of specialist skills are selected to be built in students: 1) describing typical professional objects, 2) analyzing and evaluating typical professional objects, 3) understanding and rendering specialist written texts in the genre of articles.

- The Principle of Sufficient Basic Grammar Supply. In the epoch of problem-solving and communicative approaches it is still undeniable that teaching students enough grammar for them to be able to construct simple sentences (statement and question) is the core of success. Moreover, as some researchers we believe that adult part-time students can and must build their structural language system awareness [2, c. 164].

- Supporting the principles mentioned above, The Principle of Balance – blending language and speech practice in well-matching proportions. It is also naturally applied to control and assessment aspects of the course.

- The Principle of Self-Study Skills and Practices. Throughout learning process the students are explained such things as why they are doing this particular sequences of exercises or activities – from restricted to freer practice, why they experience this or that particular learning difficulty and how to cope with it, how they are to use learning aids and materials, what resources are necessary to use and so on. It also involves providing sample materials and speech models – so that students are equipped with enough patterns, materials and models to practice the

language and the tasks by themselves, and, which is more important, this enables the students to self-assess and self-evaluate their independent work. Among such are models of micro-dialogues, of descriptive texts (Table 1), of written advertisement analysis, of professional text analysis.

Table 1. Sample Descriptive Texts

This is an **ad**. It's a print ad. To start with, the advertisement is professional. To be more exact, the ad is for books, educational literature, actually. The design is careful and stylish. The colors are very attractive and bright. They are appealing colors for sure. The layout is good-looking, too. But there is a head in the middle of the picture that looks strange and discouraging to my mind. The slogan is easy and catchy, though.
That is a new **task**. The task is hard enough. However, it is a good challenge for us. The situation is changeable and we need a clever solution. The targets are clear but the tools are not. To cap it all this is a totally important moment for our office.
The **press-conference** was informative enough. First of all, it was a real teaser for the target audience. To be honest that was an unusual event, but the meeting was successful indeed. The beginning was stylish and reserved. On the other hand, the body of the conference was informative and emotional. It was a great job, no doubt!

As of the other mode of the course – distance learning – a unified space for interacting is the university's corporate education portal, supplying tools, commonly understood to be essential, such as a social network site, a courses online constructor site and others [3].

4. Process in Application

A typical session time, as regards the discipline in question, is only 10 or 12 hours of in-class study. The first time the students and the teacher meet is Semester 5, Year 3. Below is a brief description of how the interaction and instruction is arranged, and further successful self-study is secured.

Following the obligatory 'getting acquainted moment' with its all typical teaching implications is the so-called 'Motivation Talk of the Session', this time built around the question 'Why have you chosen the advertising and PR profession?'. It should be attributed as amazing how such a simple question can help establish mutual interest, respect and efficient relationships between the teacher and the students.

As the next step discussion is arranged on the topic of international lexis and terminology in particular present in Russian, which creates further positive attitude to studying a foreign language. The students are encouraged to think of any Russian specialist vocabulary units borrowed from English. This appears to be especially effective with part-time students already holding a position in advertising and PR.

The natural follower of the previous step is presentation of the Essential Vocabulary list of the session. It is broken down into several sections: nouns, adjectives, verbal phrases, conversational formulas and linking devices. All the

vocabulary is carefully chosen according to the topics, grammar and communicative skills learned during the session. At this stage only nouns and adjectives are introduced and practiced as this material is immediately connected with the basic grammar that the students learn next. Besides, as can be seen from Table 2, a lot of international specialist units are included. It should be noted that presence of both countable and uncountable nouns in the list makes it possible to explain the difference between the two.

Table 2. Abstract from Essential Vocabulary List

Nouns	Adjectives	Verbal Phrases	Conversational Formulas	Linking Devices
an ad a job an offer a project a campaign a specialist a target an audience advice communication a spokesperson a photo an event profit a slogan a tool a teaser	smart professional efficient expensive cheap feasible useful useless (un)reliable impressive original appealing revolutionary (un)necessary essential up-to-date successful	to reply to a question to arrange a meeting to offer a cup of tea to travel to Italy to attend sales conferences to interview people to give presentations to make an appointment once a year / two times a year to write articles on to work for to play a sport to eat at a restaurant	Excuse me, are you..? Hello, how are things? May I introduce myself? I'm … How do you do? Nice to see you. How's life? Let me introduce you to… Pleased to meet you. Please call me James. Very well, thank you. And you? Not too bad, but very busy.	To start with to be more exact for sure too to my mind though however to cap it all first of all to be honest indeed on the other hand no doubt

Next, basic grammar is presented and trained with the prospect of providing the necessary language means for building a particular communicative skill of the session - describing typical professional objects. This is based on comparing and contrasting the notions of 'to-be' and 'non-to-be' sentences: *He is a good worker. – He works well. / He isn't a good worker. – He doesn't work well. / Is he a good worker. – Does he work well?*

Transition to freer speech practice is carried out by working with micro-dialogue models: *- Is he a smart man? – Oh, yes, he is. By all means.* The students are

supposed to make their lexical substitutions to the models where some parts remain unchanged. What is more, they are supposed to role-play the dialogues applying correct intonation and politeness of the tone.

At the final stage, the students go on to build the major skill of the in-class session - describing typical professional objects. Sample descriptive texts (see Table 1) are introduced and put into immediate practice through a number of tasks. Finally, the students are asked to create their own descriptions going by some real-life professional objects, serving the core task to be assessed.

Before the end of the session home-task is given, which meets certain requirements as clarity of instruction, sufficient learning materials, comprehensive requirements and assessment criteria [4, c. 248].

5. Educational Results

Action research on the issue under discussion has been carried out with about 120 part-time students of advertising and communications at Volgograd State Socio-Pedagogical University in the period from 2012 till 2017. Efficiency of the approach has been confirmed by the results listed below.

- Attendance at in-class sessions has grown by about 15 %.
- Rate of 'on-time' home-ask submission has gone up by 2 times.
- The number of students having coped with the syllabus of the course at the level of 60 % and higher has risen from 50 % of students to just under 80%.
- A certain motivation shift has been achieved: students' motives have changed from having to fulfil the programme requirements to volunteering to do extra tasks and aiming to take up further courses of ESP.

6. Conclusion

According to the experimental findings, the suggested approach in dealing with teaching ESP to part-time students allows educational results and acquisition of the communicative competence to the satisfactory level both for the educator and for the student.

In-class sessions with part-time students tend to become extinct, being substituted by full-time distance learning. Not denying the fact that the latter form has a lot of distinct advantages, we believe that the former possesses obvious cost-effectiveness of its own.

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ОПТИМИЗАЦИЯ СОДЕРЖАНИЯ ДИСЦИПЛИНЫ «ИНОСТРАННЫЙ ЯЗЫК В РЕКЛАМЕ И СВЯЗЯХ С ОБЩЕСТВЕННОСТЬЮ» НА ЗАОЧНОЙ ФОРМЕ ОБУЧЕНИЯ

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Аннотация
Традиционно заочная форма обучения включает в себя дистанционное обучение и контактное обучение во время экзаменационных сессий. Не смотря на небольшое количество часов, вторая форма обладает большим образовательным потенциалом в отношении формирования учебно-профессиональной мотивации и, особенно, обучения приемам самостоятельной работы по изучению иностранного языка. Модель учебного процесса, которую вводит преподаватель, призвана дать студентам возможность получить представление о законченном самодостаточном учебном цикле по работе с материалом, а также получить опыт прохождения такого цикла в своей собственной учебной работе. Описываемый подход основывается на нескольких выделяемых принципах, а также на некоторых формальных и содержательных характеристиках процесса обучения.

Ключевые слова: коммуникативная компетенция как главная цель обучения, предметно-языковое интегрированное обучение, оптимизация содержания дисциплины, обучение английскому языку в специальных целях, студенты направления «Реклама и связи с общественностью».

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INTRODUCTION OF COMPETENCY-BASED APPROACH TO ESP/EAP TEACHING IN PROFESSIONAL EDUCATION

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Abstract
The article is devoted to the questions of competency-based approach introduction into Russian higher education system, the approach development and its current state. Theoretical background is provided. Practical implementation is discussed. Positive outcomes and pitfalls of competency-based approach enforcement are described. Special attention is devoted to competency-based approach in ESP/EAP teaching to graduate students at Russian technical universities.
Keywords: competency-based approach, knowledge, ability, practical skills, key competencies, English for Specific Purposes (ESP), English for Academic Purposes (EAP)

1. Introduction

Radical political, economic and social changes in Russia in the end of the XX century caused the necessity for general educational reforms and for those in the higher education as well. The evolving social and economic conditions, when the labor market demands specialists of a new kind, created different requirements to higher professional education concerning its goals, results and pedagogic technologies. The processes of globalization also increased academic mobility of students and professors alike. All these reasons induced the reforms, which started in the beginning of the XXI century to restructure and modernize the system of highly qualified specialists' education.

In that context, competency-based approach became the most popular one in the sphere of higher education in Russia. Competency-based approach in this regard is aimed at formation of integral universal system of knowledge, skills and expertise as well as at concept of individual activities and personal responsibility of the students. Moreover, the approach has been imposed as the conceptual basis of the educational policy by the Ministry of Education of Russia following the policies of influential international organizations and supra-national associations such as the EU.

2. Theoretical Background

It is generally admitted nowadays that the main purpose of higher education is training of qualified specialists of the appropriate qualification level, competitive at labor market, competent, expert in their profession and are well-versed in adjacent areas, ready for continuous professional development, social and professional mobility. Russian researchers in the field of competence-based approach in education, such as I.A. Zimnyaya, A.V.Khutorsky, M.A.Shoshanov, S.E. Shishov,

B.D. Elkonin et al. note that the main difference of a competent specialist from a qualified one lies in that fact that the former not only possesses a certain level of knowledge and skills, but is also able to realize and implement them in their professional activities.

A competency-based approach, according to O.E. Lebedev [8], means a set of common principles determining the aims of education, the selection of the educational content, the organization of educational process and the assessment of educational results. The approach is based on the following principles: the purpose of education is to develop the students' abilities to independently solve problems in various fields and activities through the use of their social experience, which is an element of their own students' experience and expertise.

Another model of professional competence formation is presented by L.D. Davydov [2]. The model includes content, procedure and result units. Content unit contains definitions of the requirements for a qualified specialist. Procedure unit is focused on the implementation of educational activities on the formation of students' competencies, on the pedagogical principles application, on learning environment creation, on the use of technological approaches to training, on internal and external factors that will ensure the intended target realization. The result or diagnostic unit encompasses the monitoring of the students' professional competences formation dynamics.

At the turn of the century, activities of European integration led to the Bologna Process, which is a series of agreements between European countries designed to ensure comparability in the standards and quality of higher education qualifications. The process created the European Higher Education Area. In June 1999, 29 countries joined the Bologna Process. In October 2003, Russia signed the Bologna declaration. Nowadays, 50 countries are participants of the Bologna Process.

The major aims of the Bologna Declaration are the uniformity of educational levels and diplomas (Bachelor's & Master's Degrees) as well as overall education quality increase. [4]

The Russian higher education was basically incompatible with Bologna Process: the "lowest" degree in all universities since the Soviet time was the Specialist, which was obtained after completing 5–6 years of studies. Since the end of 1990s, many universities have introduced educational programs allowing students to graduate with a bachelor's degree (4 years) and then earn a master's degree (another 1–2 years) while preserving the old 5–6 year scheme. In 2007 Russia enacted a move to two-level higher education in accordance with Bologna Process model.

Following the European agreements, competency-based approach has been enforces into the university curriculum by the new standards of higher education introduced by the government. Essentially, *competency* is understood as the general ability and readiness to pursue activities based on the knowledge and experience acquired during the education process. The graduates are considered competent when they can apply their knowledge, abilities, skills and personal qualities to successful professional activities.

A competency-based approach is also to be the student-centered one that focuses on what students can do having learnt the course or subject.

According to the Ministry of Education guidelines [1] for university teaching, competencies are considered to be education results and are expressed in terms of threshold (minimum required) level, which is expected to be achieved by students on completion of the course or subject. The courses are oriented on education results and competences development. The students / graduates are to *demonstrate, apply, possess ability, pass knowledge, master skills*. Recommended way to describe the education results is through *knowledge, understanding, application,* and *integration.*

3. Practical Implementation

Introduction of competency-based approach has definitely brought some advantages and beneficial outcomes to the educational process and its results alike. In general, competence-based approach has had a positive impact on the Russian education system. On the account that education in the competence approach is presented as a personal-sized value, it is important for human development.

Competency-based education is focused more on what students have learned, rather than where or how long the learning takes place. Instead of evaluating student progress primarily on the amount of time spent in a classroom, students receive credit units based on their actual demonstration of skills learned. Some of the newest competency-based models leverage technology. Overall, competency-based programs are designed to improve the quality of higher education by putting the focus squarely on demonstrated learning outcomes.

In a course/credit-based approach, the demonstration of competencies is embedded into a conventional curriculum comprised of courses to be completed to earn credits toward a degree or diploma.

Moreover, the competency-based approach has enabled educational institutions implementing specific educational programs, such as universities, to create a unique variety of specific educational programs, to form Master's programs for specific outstanding scientific names and scientific schools.

However, there are still some pitfalls when it comes to competency approach to ESP/EAP, especially for graduate students. The competence approach has many limitations. Some of them are quite challenging.

Firstly, there is a wide range of competencies to be developed, particular ones for each particular major or program of study. They are divided into General Cultural Competences, General Professional Competencies, and Professional Competencies. But, in fact, there are several other typologies of competence. Competence may be personal and require some personal qualities of the student, as well as philosophical: the person may be tolerant or aggressive in their communication, the students may have common values of the society, or not, whether the person is going to implement their personal philosophy when occupied with a professional activity.

Another issue is a possible gap between knowledge and skills. The most attention the education system is paid to the development of practical components. Practical skills and their application prevail, leaving aside the fundamental knowledge of theoretical basis and scientific grounds.

The dominant form of professional activity for students pursuing Master's Degrees is scientific research and teaching, as well as design, technology and engineering. Here is a list of some competencies to be developed by EAP/ESP during

a graduate course (taken from current curricular of a technical university):

- Ability to use a foreign language in the professional activities.
- Ability to communicate orally and in writing in Russian and foreign languages to meet the challenges of interpersonal and intercultural communication.
- Ability, using domestic and foreign sources, to collect the necessary data to analyze them and prepare an overview of the information and / or analytical report.
- Ability to improve and develop personal intellectual and cultural level.
- Ability to practice freely the acquired skills and expertise.
- Ability to perceive, analyze and implement management innovation in professional activities.
- Ability to competently carry out scientific research in the professional field.

Most of the competencies listed are not about the language itself, but about communication, interaction, analysis and management, which combine psychology, philosophy, sociology and economics. That makes ESP/EAP course an interdisciplinary one. Moreover, ESP in a technical university is aimed at professional field of engineering, which is a variety of qualified activities in a diversity of areas. So, the scope of knowledge to be gained, skills to be developed and goals to be achieved is immense.

Another complicated issue within the introduction of competence-based approach is the difficulty and tribulation in competencies development degree assessment. If the competence is the result of education, how do we measure it? Knowledge is easy to assess. But if we turn to personal or meta-subject competences, the question arises: who defines that the student possesses the skill to work with information or to select worthy information sources, and how will they characterize that?

Competence-based approach requires personal qualities assessment. And such assessment definitely increases the role of the teacher, as it is the teacher who actually sees this personal growth. But modern test evaluation system, on the contrary, diminishes the role of the teacher. Thus, new advanced assessment techniques are to come.

Modern educational standards in Russia usually reduce the number of classroom hours and increase the number of independent student work hours. This leads to the fact that the key role in the educational process is allotted to technicians, organizers or counselors. Direct communication of student and teacher is minimized. This is a common problem of all universities. Hence, the changes that are to take place in the education system should be focused on enhancing the teacher's role value.

Furthermore, the competency-based approach comprises main components: knowledge, methodology of this knowledge utilization including ability to apply it, and finally – the practical skill. Initially, it was implied that all three competence components are equal. However, the introduction of the approach has shown that the practical orientation begins to prevail over knowledge. Thus, there is a possibility of competences formation with no direct knowledge basis. For example, communication skills are formed within disputes, discussions and debates. And then,

debate subject may become less important than the ability to negotiate or defend your own point of view. Consequently, there is a threat of losing the knowledge component in some competences.

4. Conclusion

The competency-based approach to professional education in Russia was enforced on higher educational establishments after 2003 joining the Bologna Process. Discussions of the approach began earlier by a number of scientists who provided the definition of competence, later employed by the Ministry of Education of Russia.

Competence is understood as the general ability and readiness to pursue activities based on the knowledge and experience acquired during the education process. Competence-based approach is defined as the set of methodological principles that focus on students' competencies development as the result of education process.

The competency-based approach has had a positive impact on the Russian education system. Among the specific outcomes the following are notable: The competency-based approach is presented as a personal-sized value; education is focused more on what students have learned; the approach has enabled educational institutions to create a unique variety of specific educational programs.

However, there are still some theoretical pitfalls in the competence-based approach implementation, such as lack of uniformity in competence typologies, interdisciplinary character of many of them, complexity of competencies development degree assessment and a possible gap between knowledge and skills when practical orientation of the competence begins to prevail over knowledge.

In conclusion, the competency-based approach needs further development. A student-focused approach should be imposed further and lead to enhanced flexibility of university courses. Knowledge, methodology and practical skill balance should be kept. Interdisciplinary pedagogical models need to evolve for a more successful development of mental operations, personal qualities, interpersonal communication, analytic, conceptual, decision-making skills and technical competences. As well as new assessment techniques are to arrive recognizing the importance of teacher's role in the personal qualities development assessment.

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ВВЕДЕНИЕ КОМПЕТЕНТНОСТНОГО ПОДХОДА К ПРЕПОДАВАНИЮ АНГЛИЙСКОГО ЯЗЫКА ДЛЯ СПЕЦИАЛЬНЫХ/АКАДЕМИЧЕСКИХ ЦЕЛЕЙ В ВЫСШЕЕ ПРОФЕССИОНАЛЬНОЕ ОБРАЗОВАНИЕ

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Аннотация

Статья посвящена вопросу внедрения компетентностного подхода в систему российского высшего образования, и состоянию развития данного подхода в настоящее время. Представлены теоретические предпосылки внедрения данного подхода, и описан практический опыт его внедрения. Показаны положительные и отрицательные аспекты внедрения компетентностного подхода. Особое внимание уделено влиянию компетентностного подхода на обучение магистрантов технического вуза английскому языку для специальных и академических целей.

Ключевые слова: компетентностный подход, знания, умения, навыки, ключевые компетенции, английский язык для специальных целей, английский язык для академических целей.

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THE ROLE OF FINANCIAL ENGLISH IN WRITING A LITERATURE REVIEW

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Abstract

The ability to search for and summarize scientific literature for writing a literature review on the research is one of the key competences which should be acquired by masters and postgraduates. The article emphasizes the importance of using primary sources in English in preparing a comprehensive review on the research in the finance related areas. The quality of an academic review to a great extent depends on the level of the English language proficiency of a researcher because most of foreign scholarly literature in this area is available only in the original. However, students of Russian universities are rarely involved in an extensive search of foreign publications, besides, not all of them possess a proper level of competence for carrying out academic reviews. The article is aimed at developing methodological foundations for the search of relevant sources in a foreign language and designing the algorithm of selecting scientific publications for completing literature reviews. The article highlights the crucial role of correct translation of professional terms into English and proves the necessity of implementing an interdisciplinary approach to work towards optimal solutions to the lack of foreign scientific literature use in masters' and PhD students' theses in the area of finance and credit.

Key words: finance and credit, foreign academic literature, interdisciplinary approach, literature review, masters and PhD students, research

Introduction

The importance of teaching a professional foreign language to students of higher non-linguistic universities has always been of paramount importance. Within the last two decades, foreign language training as well as the whole system of higher education in Russia has sustained a lot of changes. One of the advantages of this radical transformation is that the need for and value of professional knowledge and skills of the English language especially among non-linguists has tremendously increased, especially notably since a three-level system of higher education was introduced: professional English is required at all stages of higher education. By professional knowledge and skills of the English language we understand English for Specific Purposes (ESP) – in our context – Financial English. Without well-developed ESP knowledge and skills Bachelor's students cannot continue their education and gain Master's degree, neither Masters nor specialists enroll on a postgraduate course to work for PhD (the degree of candidate of science in Russia).

Skills and knowledge of financial English are normally built throughout the whole course of studying at the Financial University under the Government of the Russian Federation. The main aim set by the English language teachers is to develop

professionally oriented foreign language communicative competence of students with emphasis on its integration with professional disciplines.

In compliance with the competence-based approach to education, one of the most important competences for both masters and postgraduates is developing research competence, primarily, the development of the ability to search for and summarize scientific literature on the topic of the investigation, which is absolutely impossible without specialist knowledge of English. This is due to the fact that the quality of scientific literature reviews especially in the field of finance and credit largely depends on the extensive use of sources in the English language. It is quite unrealistic to ignore the fact that foreign scientists have dealt with major problems in finance and credit under market economy for a much longer period of time in comparison with economic activity under the same conditions in our country. As a result, they have accumulated much more experience, some of it, if adopted appropriately, might significantly benefit to the reasonable solution to similar financial challenges in our country and boost the development of the financial sector. Another important factor in favour of using foreign scientific literature is the extension of a researcher's vision and, consequently, the scope of the investigation, preventing it from a narrow and biased approach to the problem. What is far more important, it can help avoid misrepresentation of the issue studied which might be caused by inadequate analysis of relevant literature published in English abroad. However, it has been revealed Russian masters and postgraduates are not always involved in the thorough search of and carefully examining foreign writings on the issues studied, many of them lacking the necessary skills of completing literature reviews. Therefore, the paper aims to develop methodological foundations for the search of relevant sources in a foreign language and design the algorithm of selecting scientific publications for completing literature reviews by PhD and master students specializing in the area of finance and credit.

Materials and Methods

Inadequate use of foreign sources in academic reviews on finance and credit issues occurs due to many reasons. The first one has appeared to be the lack of specifically designed textbooks in Russian containing instructions how to compile a review by researchers majoring in finance related areas. Although some instructions be found in some textbooks and monographs, they focus only on basic aspects of the issue [3, 4]. A detailed analysis - the choice of database, requirements for the selection of sources, criteria for the search of information and its proper structuring - is not covered, with the only notable exception - the book "Writing a Literature Review" by Baker M.J. which was translated and published in Russia in 2014 г. [1] and some worthy papers in medical science [2].

On the other hand, there exist quite a lot of recommendations on writing literature reviews in English - C. Hart, A. Ellen, R.M. Pautasso, to name but a few. There are also a lot of websites of American, British, Australian universities with free access which are certain to be of great use to Russian students if they are advanced users of English. However, it is necessary to stress these pieces of writing are not always of real help because they are intended for those who go to universities in the above countries, neither giving recommendations how foreign students should

work with these sources nor illustrating specifics of writing reviews in the area of finance and credit.

Detailed analysis and synthesis of Russian and foreign scholarly literature [3,5,7] enabled us to design the algorithm of selecting foreign scientific publications for writing literature reviews on their research recommended to masters and postgraduates of the Finance University.

The first stage is the choice of the theme of the research and stating the research hypothesis. The problem should be interesting to the researcher, it should deal with an important issue in the area of finance and credit and it should be well formulated. To make the right decision at this stage a researcher should seek advice on the part of his/her scientific adviser.

The second stage is selecting key words and translating them together with the title of the research into English. This stage appears to be of the utmost importance because correct interpretation into English, the quality of translation will influence the choice of the right sources. In addition to profound ESP knowledge researchers are recommended to use special thesauri or glossaries of technical words – paper-based or electronic ones, such as Investopedia, etc. Professional advice of an English language teacher is of great value too. Let us analyse one of the possible ways to start the research on the topic "Relationship between Social Responsibility of a Commercial Bank and its Financial Stability". As soon as the theme of the research is determined, the hypothesis is formulated - "There is a correlation between the level of social responsibility of a commercial bank and its financial stability". Afterwards, the list of key words – 'corporate social responsibility' (CSR), 'social performance', 'commercial bank', 'financial sustainability', 'financial performance' – is composed. It is also necessary to have in mind the type of the source - a monograph, text-book, reference book, peer-reviewed/indexed journal, collection of articles, conference reports, etc. - as well as the year of publication and the number of citations of the work by other authors.

The next stage is a combination of different search tactics:
- examination of paper-based first-rate profile magazines and journals;
- a comprehensive search for the information in electronic data bases (e-libraries, scholarly indexing data bases), access to which is typically granted by subscription, with the charge paid by a university when a log-in and password are introduced into the system;
- going through the list of references of the works worthwhile for the research;
- the use of the internet search engines.

Results and Discussion

Following Michael J. Baker who called his approach 'consecutive focusing' we suggest Russian researchers specializing in the area of finance and credit go through the steps given below [1] and search for:

1. textbooks on finance and credit produced by the most popular and respected publishing houses such as Butterworth Heinemann, Cambridge University Press, Elsevier, Oxford University Press, Sage Publications, Springer, etc.;

2. encyclopedias and guidelines/reference books, for example, the world's leading source of financial content on the web "Investopedia"[8];

3. professional journals and magazines, for example, "Finance and Credit", "International Journal of Economics and Finance", "The Journal of Financial Economics", etc.;

4. data bases.

Dissertations and academic reviews written by competent scholars should be added on to this list as well.

To be sure that the review is comprehensive and up-to-date, presenting and analysing conflicting opinions on the problem studied, it is important to support it by relevant, carefully chosen, well-researched articles from the electronic databases: Oxford University Press, EBSCO Publishing, SciVerse ScienceDirect – Elsevier, Springer, etc. It is thanks to the analysis of the articles in English that the quality of the review can minimize biased results and contribute to the excellence of the research demonstrating work of originality with an observable impact on the advancement of new ideas in the field of finance and credit.

The next step is selecting sources which are most relevant to the issue studied. Careful reading and critical analysis help to get rid of inappropriate publications which were not discarded at the previous stage. All the other sources might be considered relevant and reliable.

To prove the idea of the importance of using the above electronic data bases, in particular, those containing the materials in English, a survey was conducted with the purpose of comparing the number of publications in "e-library.ru" where practically all materials are in Russian and "EBSCO Host", the largest data base of articles in foreign languages of different publishing houses. Eight research projects with the same search parameters were included in the survey at the Department of Financial Markets and Banks of the Financial University: Corporate Social Responsibility in the Banking Sector, Banking Efficiency Criteria, Performance Efficiency of Banks with State Participation, Efficiency Increase Models of a Universal Bank, Transformation of the Liquidity Risk Management System in a Commercial Bank, Improvement of Lending to Small and Medium-Sized Businesses, Institutional Models of Investment Bank Risk Regulation, Project Financing Risk Management in Commercial Banks under the Conditions of Growing Economic Instability.

The number of articles found was approximately equal in both of the bases. 4 topics out of 8 turned out to be better covered in e-library.ru. These were the surveys devoted to the analysis of bank performance efficiency (2793 cf 2554) and banks with the state participation (461 cf 284). It can be explained by the fact that in Russia banks with the state participation are still more influential than in other countries.

However, EBSCO has revealed many more articles than e-library.ru on the research devoted to social responsibility (532 cf 46), liquidity risk management in a commercial bank (461 cf 177), Investment Bank Risk Regulation (938 cf 158), which is explained by the attention paid to these issues by foreign scholars. For example, the topic of social responsibility started to de discussed at the professional level only 3-4 years ago in Russia, while abroad it has been in existence for about 15 years.

Conclusion

The solution to the problem of inadequate use of foreign publications in masters' and PhD literature reviews requires cooperation of basic specialist departments and departments of foreign languages. The first and foremost task of foreign language teachers is to develop learners' ability to use a foreign language to communicate professionally on the basis of communicative competence approach. The higher the level of ESP, the higher the quality of research in the financial sector because the analysis of foreign sources in academic reviews extends the scope of the investigation, helps avoid misrepresentation and biased solutions. It is important to point out skills and knowledge of financial English should be built throughout the whole course of higher education, otherwise there is no sense arguing on the choice, critical reading and analysing authentic scientific publications.

The algorithm of selecting scientific works in English as well as the names of electronic data bases suggested in the article are supposed to significantly improve the quality of academic reviews written by masters and PhD students specializing in finance and credit.

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РОЛЬ ФИНАНСОВОГО АНГЛИЙСКОГО ЯЗЫКА ПРИ НАПИСАНИИ ОБЗОРА ЛИТЕРАТУРЫ

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Аннотация

Одной из ключевых компетенций, которыми должны владеть магистранты и аспиранты высших учебных заведений, является умение находить, анализировать и систематизировать специальную научную литературу по теме исследования с целью написания литературного обзора. Особая роль при подготовке обзора научной литературы в области финансов и кредита принадлежит изучению статей на английском языке. Поскольку в обзор необходимо включать анализ работ зарубежных ученых, многие из которых существуют только на языке оригинала, можно утверждать, исследователь должен владеть достаточно высоким уровнем профессиональной иноязычной коммуникативной компетенции.   Однако студенты российских вузов не часто прибегают к поиску иноязычных источников и не всегда обладают навыками необходимыми для составления академического обзора. Целью настоящей работы является разработка методических основ поиска и создание алгоритма отбора релевантных источников на английском языке для подготовки научного обзора студентами аспирантуры и магистратуры, обучающимися в вузе финансового профиля.   В статье также показана значимость правильной интерпретации профессиональных терминов на иностранном языке и обоснована необходимость реализации междисциплинарного подхода для решения проблемы недостаточного использования иностранной литературы в исследованиях российских аспирантов и магистрантов по направлению «Финансы и кредит».

Ключевые слова: обзор литературы; финансы и кредит; иностранная литература; междисциплинарный подход; магистранты и аспиранты.

ACTIVITIES AIMED AT INTEGRATING A FOREIGN LANGUAGE IN PROFESSIONAL CONTEXT

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Abstract

English lessons today should be in line with the major subjects students specialize in. The task of the English language teacher is to integrate professional knowledge of a student and practical language skills. Business English textbooks are not always focused on the practical needs of different students and do not correlate with the real situation in the world. To bridge this gap between theoretical base and practical application there can be proposed an activity «special correspondent» aimed at developing both linguistic and extralinguistic skills.

Keywords: Business English; students' motivation' current political and economic situation' professional context' teaching English.

Introduction

Teaching English for professional purpose always presents a number of challenges. Traditionally we are used to considering two major programs in our academic curriculum, such as General English and Business English. However, courses of business English for managers and PR specialists will have significant differences, which lay not only in the sphere of lexis. In most cases, teachers need not only to provide students with certain linguistic knowledge and skills, but to integrate this language in students' professional context, use it not as a separate subject but as a tool to master their future profession.

Goals of the task «Special correspondent»

Students specializing in management at the Russian Presidential Academy of National Economy and Public Administration under the President of the Russian Federation get profound knowledge of economics, political governance and theory of management listening to relevant lectures both in Russian and in English. However, discussing these topics at English language classes they face a serious difficulty applying all this theoretical knowledge to the current political or economic problems. Unfortunately, they have poor awareness of the global situation, as business English textbooks despite of being regularly revised, can easily become outdated within a year or even less. Besides, the majority of textbooks give understanding of major business processes but do not describe a stance of issues in difference countries.

English lessons for such students are built upon the textbook by Ian MacKenzie «English for Business Studies» which provides them with the required notions in

Economic and business sphere. Apart from this in order to expand their knowledge and be able to integrate it into the modern context the students are offered to become «special correspondents» from distant corners of the world and to report on all these issues in real time.

Task description

Each student in the group becomes a «special correspondent» from a certain geographical area: North America, South America, Africa, Asia, Australia and Oceania, Europe (can be divided into Southern, Northern, Eastern and Western depending on the number of students), Russia and the CIS. The choice of area is stipulated by students' personal preferences. They often choose countries where their second foreign language is spoken, and it can be another stimulating tool for them to find out what is currently happening in Germany or China.

During a month students read and listen to the news connected with their region. It is important to make sure that they use reliable sources and news agencies in the English language, thus they are usually referred to the BBC, CNN, the Week, the Guardian and other sites. Since their major degrees are management in government and commercial spheres, they need to distinguish fundamental differences between political structure in Russia and other countries and main principles of economic activities all over the world. Considering it, students are asked to focus on three major directions while looking for news: political, economic and social spheres.

By the end of the month students prepare a presentation including at least three most striking news items and provide their classmates with an overview of the life and current events in their geographical area. As it is hard to do having read just three articles, students are forced to work on a huge amount of information and be able to build a general vision of political, economic and social situation in this particular country or continent. It stimulates them to develop their analytical skills, broadens horizons and forms their personal view on the situation. Another challenge for students is to be able to present all the information within a certain timeframe. The timing is set but the teacher depending on the English level of the students and other factors, it is important to limit speakers as it teaches them to stick to the point and present the information in a clear-cut way.

Special attention is paid to the work with vocabulary. As authentic texts are the best sources for new lexical items students should be able to work with new words and to use them in different contexts. Before presenting their topics, students provide their classmates with new vocabulary lists. While listening to the report, the others are supposed to write down the context these words are used in and sum up the news repeating these items. The role of the teacher is a crucial one at that stage, as it is necessary to draw students' attention to the use of lexical items, collocations, register and other linguistic features. In general, such practice helps the students to master new vocabulary rather quickly and motivates them to be attentive listeners.

Motivating students

This task proved to be an effective way to boost students' motivation and

stimulate self-studying.

First, they work with authentic materials and read up on the events which are relevant here and now, it allows them to be in the picture and feel more confident discussing these issues further in their studies.

Second, the task provides a certain level of independence, as students feel free to choose the topics they like within the abovementioned three categories.

Third, it stimulates competition within the group, since each of them wants to be the best «correspondent» and tell the others about the most interesting facts.

To make the task even more motivating there can be introduced another option as «fake news». Apart from obligatory three real news items students may make up another fake one, based on the vocabulary or/ and topics studied previously. Though it may seem far from being serious students should be motivated to do it in such a way that the «fake news» can be hardly distinguished from real one. Thus, a student has to work hard to make use of relevant linguistic means, including proper register and style. It can also motivate the other students to listen carefully to each other and participate actively in the process.

Target audience

This activity can be applied best working with students of upper- intermediate or advanced (B2/C1) level of English, as it requires a certain degree of fluency, profound knowledge of grammar and lexical units to work with non-adapted materials. However, it is possible to use some elements at the lessons with students of lower levels.

As for the professional orientation, the task seems to be relevant with students of different specializations. Apart from future managers, it can be beneficial for almost all humanitarian field as it is based on up-to-date sources and develops creativity and analytical thinking.

Conclusion

Modern technologies simplify the process of getting knowledge, as almost all the required information is now available online at any time. However, it poses another challenge for teachers and the system of education in general. Their function is no longer limited to transmission of knowledge it is more about teaching the ways to get the right knowledge quickly and use it effectively.

The activity described in this article allows teachers to guide their students through a fast –moving flow of information, show them how to summarize it and present in a clear and smart way.

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МЕРОПРИЯТИЯ, НАЦЕЛЕННЫЕ НА ИНТЕГРИРОВАНИЕ ИНОСТРАННОГО ЯЗЫКА В ПРОФЕССИОНАЛЬНОМ КОНТЕКСТЕ

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Аннотация

Одна из основных задач преподавателя английского языка высшего учебного заведения сегодня - интегрировать профессиональные знания студентов и практические языковые навыки. Английский язык должен быть не столько отдельным предметом, сколько инструментом изучения профессиональных дисциплин. Учебники по бизнес английскому не уделяют должного внимания практическим требованиям студентов и не всегда коррелируют с реальной ситуацией в мире. В данной статье описывается задание «специальный корреспондент», которое нацелено на устранение данного несоответствия между теоретическими знаниями и их практическим применением. Данный вид работы также способствует развитию как языковых, так и экстралингвистических навыков.

Ключевые слова: бизнес английский, мотивирование студентов, текущая политическая и экономическая ситуация, преподавание английского языка.

INTEGRATING PROFESSIONAL CONTENT AND ENGLISH LANGUAGE LEARNING

CONTENT LANGUAGE INTERGRATED LEARNING IN THE EDUCTAIONAL PRACTICE OF RUSSIAN UNIVERSITIES

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Abstract

The article presents the basic models of "content and language integrated learning". The author proves the effectiveness of this approach in vocational training and examines the experience of its implementing by Russian universities. Successful implementation of presented models allows concluding that goals and content of vocational training should be projected in the framework of the idea of integrating foreign language experience in the structure of professional activity.

Key words: content and language integrated learning, goals and content of vocational training, integration of language and subject content, language experience, models of content-language integrated learning, system of competences, vocational training.

Educational practice knows many approaches to providing vocational training that allow future specialists to solve professional tasks on the basis of set of competences. A significant role in this process belongs to the experience of mastering foreign language professional communication on the productive level. Professional goals dominate accordingly in the selection of content and language education technologies. A foreign language is seen as a means of interaction in solving professional problems that is in line with the *Content and Language Integrated Learning* approach considered to be not a separate subject but a structural aspect of other disciplines and activities. In this case the attention is focused on instrumentality of language in information exchange and professional thinking.

CLIL is regarded today as a component of competence approach to teaching languages, the main idea of which is in mastering a language while mastering the content of special disciplines i.e. using a foreign language as an educational basis of vocational training. Competence is understood in contemporary pedagogical approaches as a complex of potentials, the developmental capacity of an individual who can be educated and leads to the successful achievement of one's own aims, needs and roles in various fields of social and professional life, as well as to interpersonal and satisfactory communication with others [1].

As we see from this definition "satisfactory communication with others" is considered to be one of the basic qualities of an educated person. And the importance of this quality grows significantly when we speak about vocational training which aim is to equip the future experts with a set of competences that will allow them to fulfill their professional tasks according to international standards. Content and Language Integrated Learning approach has developed as an integral part of competence approach and is supposed to help design training courses on the basis of integration foreign language experience in the structure of professional activity. It has already gained its popularity as one of the leading approaches to vocational education in many European universities. This approach encourages implementing in curricula of universities the programs that develop skills of interpersonal communication, cross-cultural, communicative and language abilities which are in demand of modern employers [2].

Nowadays in the practice of teaching there are some models of CLIL, the most popular of which are: theme-based courses, adjunct/linked courses, sheltered subject-matter instruction, and second language medium courses. Here we are going to present brief characteristics of each model and concentrate the attention on practical aspects of implementing these models in Russian universities.

While projecting theme-based courses the focus is on the choice of the main educational units in accordance with the academic and cognitive interests, the needs of students and their educational goals. Language aspects in this case dominate the subject content, language teacher is not an expert in special subjects, and his responsibility for the substantive content of the course is minimal. Nevertheless, even this model provides a conceptual mastery of the apparatus of future career by simulating the major professional communications. This model was implemented by the Foreign Languages Chair of Volgograd State Socio Pedagogical University. The course is aimed at developing language skills in professional, cultural and educational context, mastering professional terminology while reading profession-oriented texts to get and analyze information.

The main aim of adjunct/linked courses is to connect the language course with basic academic courses. The content base of a training course within this model is of the same origin, but the activity of subject teacher and language teacher is different in focusing the education. Subject teacher focuses on the professional aspects of the course and while language teacher on shaping speech and behavior strategies of professional language communication in accordance with the content of the course. The curricula are synchronized to provide the establishing learning environment that creates conditions for mutual integration of language and professional experience.

Adjunct/linked course was projected and introduced in the curriculum of Economics and Management Department by the Chair of English and Methods of its Teaching at Volgograd State Socio Pedagogical University. The aim of this course is to contribute to forming professional competences while mastering English. Its content goes in line with the basic curriculum and includes the strategies necessary to solve professional tasks. The system of technologies and

methods implemented in this course allows getting experience in projecting the structure of a company, delegating responsibilities, operating on financial markets, strategies of teambuilding in cross-cultural environment, evaluating macro and micro factors and their effects on policy of companies, entering entrepreneurship [3. P. 326].

The model of sheltered subject-matter instruction differs significantly from the above models. A foreign teacher delivering special disciplines in English or domestic English speaking teacher serve as a retranslater of subject content and linguistic experience. This model of training will be effective if the level of language proficiency corresponds to the experience in the field of subject disciplines. The joint projects organized by the Russian universities with foreign companies may help to achieve the goals in the framework of this model.

One example of such cooperation may be the Young Entrepreneurs Program Arkhangelsk - Alesund, developed and implemented by the Arkhangelsk Northern Arctic Federal University and the Norwegian-Russian Chamber of Commerce and Industry and the company Rolls-Royce Marine AS. The result of this collaboration was the joint project "Procurement in Russia and Export Strategies" on the basis of the case from manufacturing practices of Rolls-Royce Marine AS company. The aim of this project was to determine the possibilities and prospects for long-term cooperation between the company Rolls-Royce Marine AS and Russian companies involved in the production of equipment for the fishing fleet. The project presented analysis of market conditions, the range of goods and services, risks and benefits, organization strategy and management of production activities. English was an educational platform for research and presentation of its results.

The most sophisticated form of training could be second language medium courses, which are essentially academic courses in various disciplines (history, sociology, economics, and others.) taught in English. English language in this case serves as a means of acquiring professional knowledge and experience and serves as a training basis for skills development. Language competence is formed in unstructured manner through the formation of receptive and productive skills of direct communication in the language environment. One of the brightest and most effective examples of implementing this model is the "International Sociology" Master program, an English-language profile "European Company", developed by the faculty of Sociology at St. Petersburg State University. The Master program focuses on further postgraduate studies in leading Russian universities or PhD program in foreign universities. Its focus is the study of social, economic, political and cultural diversity of contemporary European societies in the perspective of the social sciences. Training is held entirely in English, with the involvement of subject teachers from European countries and Russian teachers with international language certificates [4].

Thus, the analysis of the "subject-language integrated learning" as an approach to the teaching foreign languages and the implementation of its educational models in Russian universities reflects an increasing trend to consider a foreign language as a strategic component of the system of professional

competences. Designing educational systems that integrate the foreign language component in the structure of professional activity, inviting foreign teachers as lecturers and implementing joint projects will allow our specialists to become competitive in the international labor market and enhance the status of the Russian education and science.

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ПРЕДМЕТНО-ЯЗЫКОВОЕ ИНТЕГРИРОВАННОЕ ОБУЧЕНИЕ В ОБРАЗОВАТЕЛЬНОЙ ПРАКТИКЕ РОССИЙСКИХ УНИВЕРСИТЕТОВ

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Аннотация
В статье представлены основные модели подхода «предметно-языковое интегрированное обучение». Автор доказывает эффективность данного подхода в профессиональном образовании и исследует опыт его реализации российскими университетами. Успешное внедрение представленных моделей позволяет сделать вывод о том, что цели и содержание профессионального образования должны проектироваться в соответствии с идеей интеграции языкового опыта в структуру профессиональной деятельности.

Ключевые слова: предметно-языковое интегрированное обучение, цели и содержание профессиональной подготовки, интеграция языкового и предметного содержания, языковой опыт, модели предметно-языкового интегрированного обучения, система компетенций, профессиональное обучение.

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DESIGN OF ECONOMICS COURSES FOR BILINGUAL EDUCATIONAL PROGRAM: STEPS AND CHALLENGES

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Abstract
Nowadays some Russian higher educational organizations supply programs based on Content and Language Integrated Learning. The author defines eight main steps of designing the course in the framework of such programs. The challenges of each step are considered.
Keywords: Content and Language Integrated Learning, course design

1. Introduction

In the modern conditions of permanent globalization young people should be ready to meet the challenge of the lack of vacancies in the labor market. The requirements to the applicants for some certain job position usually include such skills as fluency in English, computer skills and so on. However, that is not enough just to speak English, but it is necessary to be able to discuss all professional matters in English.

2. Steps and challenges of designing the course

Nowadays some Russian higher educational organizations supply programs based on Content and Language Integrated Learning (CLIL) which has become the umbrella term describing both learning another (content) subject such as physics or geography through the medium of a foreign language and learning a foreign language by studying a content-based subject. [1] Such program has been realized in the Center for international professional training in Tambov state technical university for twelve years by lecturers of the University who are fluent in English. However most of lecturers do not have higher linguistic education.

The process of designing some certain course may consist of eight main steps:

1. Defining the learner.
2. Defining goals and tasks of the course.
3. Designing the structure of the course.
4. Filling each topic with the content.
5. Developing the glossary of the course.
6. Developing practical tasks for the course.
7. Defining tools and methods of teaching.
8. Filling each lesson with multimedia materials.

At the first stage the lecturer should understand for whom the course is being designed. For instance, in the Center for international professional training there are two programs – for economists and engineers. As the background knowledge of economists and engineers is different, there is no doubt that the subsequent defining goals and tasks of the course would also be different.

The second step is connected with defining exact goals and tasks of the course. In the framework of CLIL the list of goals shall include the expansion of learners' vocabulary, improving English (or other foreign language) language skills and so on. This step may become rather difficult for lecturers without higher linguistic education because it requires formulating the tasks for achieving each goal which in turn needs specific linguistic and pedagogic knowledge and skills.

The third step is designing the structure of the course. The structure should be consistent, logical and in compliance with the goals of the course. It is better to design the structure in English (or other foreign language) from the very beginning and to use sources of authors for whom English is a mother-tongue. The main problem at this step is to find adequate scientific papers, books, course books, statistics data, web sites, etc. in English.

Filling each topic with the content is the fourth and the most labor-consuming and time-consuming step. As well as at the previous step it requires the in-depth analysis of sources.

The fifth step of designing the course in the framework of CLIL is developing the glossary. The problem to be solved at this step is how to present new words to the learners and provide the comprehension check.

A very important step is developing practical tasks for the course. According to CLIL foreign language is used as a medium of instruction for teaching some contest-based course. That is why language skills practice is important as well as course practice. So practical tasks should be developed for training both professional and language skills of learners.

At the seventh step of designing the course the lecturer should define the tools and methods of teaching which he or she is going to use for achieving the goals and accomplishing the tasks of the course. Undoubtedly, setting goals of the course, designing the structure and filling it with the content is non-effective without clear understanding of methods and tools of teaching the course for learners. At the same time, it is necessary to note that in the framework of CLIL the final choosing of teaching methods should be carried out directly after collecting all necessary data and material.

The eighth step is optional but it is better to use multimedia tools in teaching the course in English. Learners need to listen to native speakers' speech, watch video materials, read some difficult words from the slide and so on. At this step teachers may face the problem of the lack of computer equipment in the classrooms. So, it is necessary to assure whether necessary equipment is available or not.

3. Conclusion

Designing courses both in mother-tongue and in a foreign language is connected with lots of challenges. However, problems which occur in the process of designing the course in the framework of CLIL are rather specific and require more time and labor for solving them. Most of the problems listed above are inherent to lecturers without higher linguistic education to the fullest extent. From the author's point of view implementing the system of consulting such lecturers may result in reducing the negative effect of problems occurring at each step.

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ПРОЕКТИРОВАНИЕ ЭКОНОМИЧЕСКИХ КУРСОВ ДЛЯ ПРОГРАММЫ ДВУЯЗЫЧНОЙ ПОДГОТОВКИ: ЭТАПЫ И СЛОЖНОСТИ

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Аннотация
В настоящее время некоторые российские вузы предлагают программы, основанные на методике интегрированного обучения предмету и языку. Автор выделяет восемь основных этапов проектирования курса в рамках программ такого рода. Рассмотрены сложности каждого этапа.
Ключевые слова: методика интегрированного обучения предмету и языку, проектирование курса

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PRACTICAL ASPECTS OF CONTENT AND LANGUAGE INTEGRATED LEARNING IN TEACHNIG SOCIO-ECONOMIC DISCIPLINES

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Abstract

The article looks at practical aspects of CLIL implementation at the Centre for International Professional Training of Tambov State Technical University. It deals with CLIL specifics of teaching socio-economic disciplines to students of economic and engineering majors.

Keywords: content and language integrated learning, Centre for International Professional Training, socio-economic disciplines.

1. Introduction

CLIL (Content and Language Integrated Learning) is a term introduced in 1994 by David Marsh and Anne Maljers as an approach to learning content through an additional language, thus teaching both the subject and the language. CLIL has become an "umbrella term" which combines various forms of using language as a medium of academic instruction. CLIL is a didactic approach to teaching subjects integrating two features – linguistic and factual and has gained popularity in many educational institutions worldwide. Effective CLIL takes place through 5 dimensions: progression in knowledge, skills and understanding of content, engagement in higher order cognitive processing, interaction in the communicative context, development of appropriate communication skills, and acquisition of a deepening intercultural awareness [1]. The outcomes of most CLIL programs are unsurprisingly positive, with CLIL students displaying higher levels of proficiency and higher communicative competence than their non-CLIL peers [2].

2. Practical aspects of CLIL implementation for teaching economics in English

Significant practical experience in implementation of bilingual educational programs has been accumulated in various educational institutions of Belgorod, Kazan, Kaliningrad, Moscow, Penza, Perm, Pskov, St. Petersburg, Saratov, Tambov, Tyumen, which indicates formation of a continuous bilingual education system in Russia, allowing to carry out bilingual education at various educational levels. However, bilingual models and programs are in most cases experimental. Only a small number of educational institutions use bilingual system of instruction during

educational process. Tambov State Technical University has become one of the first universities in Russia that introduced bilingual teaching for training of specialist, who will possess not only professional skills in the selected field, but also high level professional linguistic skills. Centre for International Professional Training (CIPT) of Tambov State Technical University was established in 2004. The main focus of the center is continuous language and professional training of bachelors, masters, graduate students and university professors, to participate in international academic exchange programs, international projects and conduct professional activities in the world scientific and educational space.

CIPT implements the programs of additional professional training of "International specialist in engineering and technologies" and "International specialist in economics". During training, students learn English in the cycles of humanitarian, socio-economic, science-based, mathematical, general professional and special disciplines [4].

The student who successfully completed training on "International specialist in economics" program must solve the following professional tasks: to participate in development of measures and proposals for improvement of economic cooperation and foreign economic relations with countries abroad; to solve questions of economic cooperation with firms and enterprises in other countries; to conduct training and take part in negotiations with foreign partners; to effectively implement intercultural communication in professional sphere; to collect and analyze foreign information materials about the activities of firms and enterprises; to develop strategic concepts and plans for economic projects with international participation, to organize the work of international professional groups.

During their study students, who choose the "International specialist in economics" program, in addition to academic English courses have two to four special courses taught in English including: International Economics, Financial and Economic Analysis, Investment projects appraisal, Marketing, Econometrics, Logistics, and others. The goal of this program is formation of general cultural and professional competences necessary for professional activities in the field of international economic cooperation in a foreign (English) language.

Teaching of economic disciplines is done in accordance with the teaching methods, which are used in American and British universities, including: lectures, seminars, project-based learning. Lectures are organized in the form of interactive presentations with handouts and necessary vocabulary notes on various economic topics. Teaching in smaller groups (seminars) gives students opportunities to practice and develop new skills of analysis and argument. Seminars include making short presentations to peers, taking part in practical tasks to develop professional skills, carrying out small pieces of research. For example, for the International Economics course student are asked to make small presentations of the country of their choice describing its geo-political, demographic, cultural, economic

characteristics, export and import operations, trade partners and making a conclusion about its prospective development. Project-based learning requires more than basic knowledge and skills. In a project, students learn how to take initiative and responsibility, build their confidence, solve problems, work in teams, communicate ideas, and manage themselves more effectively. Students are offered real-life situations where they are to use English as a communication means and this makes them raise their awareness as to how the language itself is used, as well as cross-cultural awareness. The learners develop their immediate speaking skills with an emphasis on fluency. For example, for the Financial and Economic Analysis course students are asked to perform SWOT analysis and calculate financial ratios for top-level international companies and interpret the results in order to forecast their future performance.

Student who had successfully completed training on this program will acquire professional competencies in the fields of organizational, management and economic activities including advanced knowledge of English language and the ability to apply a foreign language to solve professional issues, establishing professional contacts, communicating and negotiating in a foreign language; the ability to analyze and interpret indicators that characterize socio-economic processes and phenomena at the micro- and macro-level both in Russia and abroad; the ability of using foreign sources of information to collect the necessary data, analyze it and prepare information reviews and/or analytical reports.

3. Conclusion

CLIL method has proven its effectiveness during 13 years of its implementation at the Centre for International Professional Training. 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 [3].

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ПРАКТИЧЕСКИЕ АСПЕКТЫ ПРЕДМЕТНО-ЯЗЫКОВОГО ИНТЕГРИРОВАННОГО ОБУЧЕНИЯ В ПРЕПОДАВАНИИ СОЦИАЛЬНО-ЭКОНОМИЧЕСКИХ ДИСЦИЛИН

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Аннотация

В статье рассмотрены практические аспекты применения методики предметно-языкового интегрированного обучения в Центре подготовки международных специалистов ФГБОУ ВО «Тамбовский государственный технический университет». Уделяется внимание специфике преподавания социально-экономических дисциплин студентам экономических и технических специальностей.

Ключевые слова: предметно-языковое интегрированное обучение, Центр подготовки международных специалистов, социально-экономические дисциплины.

DEVELOPING STUDENTS' COGNITIVE SKILLS IN THE ENGLISH-TAUGHT COURSE "THE HISTORY OF GREAT BRITAIN"

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Abstract

The paper explores methods of teaching the English-taught course "The History of Britain", which is delivered to the students enrolled in the bilingual programs of the Center for International Professional Training at Tambov State Technical University. The author focuses on the need for developing students' cognitive skills within the framework of bilingual teaching methodology. A three-year piloting of the course has proved its effectiveness for acquiring linguistic and sociocultural competences by students.

Key words: history of Britain; the English language; bilingual teaching; teaching methods; score-rating system; Center for International Professional Training; Tambov State Technical University

Introduction

Internationalization as one of the tendencies of contemporary education development means creation of a unified educational space for students from different countries. One of the main peculiarities of this process is a higher level of academic mobility among both students and teachers. In line with these tendencies, the Center for International Professional Training was created at Tambov State Technical University. The main aim of the Center is to provide English-taught courses to the students enrolled at the university in the programs delivered in Russian [2]. The use of bilingual teaching in the educational process has a lot of advantages, which will be discussed in this paper.

Course description

In the first year, students are exposed to intensive study of the English language with the aim of acquiring the required level of the language competency to complete courses taught in English. Teaching disciplines in English is often referred to as CLIL (Content-and-Language Integrated Learning) methodology, which implies teaching subjects using a foreign language as a medium of instruction. The effectiveness of such an approach has been proved by many educational practitioners, and the number of universities offering their students English-taught programs is increasing.

The course "The History of Britain" based on the CLIL methodology aims to develop students' competency in both the subject and the language. The course does not include any lectures as they limit student engagement and do not allow much discussion. Classes are run as a series of tutorials to a group of 10-15 students. To make learning more effective the flipped class methodology is used. Students

receive printed materials with vocabulary and exercises one week before the class so that they could study them and complete the assignments. Tutorials are ideal for teaching as they allow a lot of interaction with other students and the teacher, debate on the themes and concepts studied in the course. Apart from this, they enhance student engagement and develop learners' cognitive skills and commutative ability [3]. In every class, students are exposed to a slide presentation of the material with the ongoing possibility of participating in discussion. The activities used in the classroom range in complexity and often involve pair or group work. .

Knowledge and correct understanding of terminology is crucial for CLIL courses. In the course "The history of Britain", students are expected to be familiar with a number of terms related to different themes. For example, when studying the theme "England before the Romans" they must know the following terms: Old Stone Age (the Paleolithic period), Mesolithic period (the Middle Stone Age), New Stone Age (the Neolithic period), Bronze Age and Iron Age. To facilitate learning of the terms students do different exercises, such as gap-filling, matching, arranging texts in the correct chronological order, etc. These types of exercises do not require the use of productive skills, but they help students to build up vocabulary and become more confident when speaking on the topics related to the studied theme.

There exercises used when studying the theme "Romanization of England" are as follows:

1. Read this text and define 4 main tendencies of the Romanization of England (according to 4 paragraphs).
2. Give the definition of the term "the Romanization of England".

When studying the theme "Anglo-Saxon England", students try to guess the meaning of the term "Heptarchy" using a dictionary and a map. Also they use texts to define the term "Christianization of England" and speculate on Alfred the Great's role in the history of Britain.

It should be noted that activities students are engaged in the classroom are aimed at developing their cognitive skills and arousing their interest in the subject. For example, when studying the theme "Norman England", students are read the text about Norman England, fill up the gaps in the family tree of Norman dynasty and define the result of each king's reign. Studying of Plantagenet England history involves reading extracts about the English rulers from Henry II to Edward III. These extracts are arranged in the incorrect order. Students can use the family tree of Norman dynasty to structure the material and fill in the table:

King	Chronological limits of his reign	Main results of his ruling

The events of the Hundred Years' war are studied using the texts and maps with subsequent filling of the gaps in the table:

The course of military operations during the Hundred Years' war

Date	Event	Result
1337	War's beginning	-----------------------------
	the battle of Sluys	
1346		the victory of England
	the battle of Poitiers	
1420		Henry VI was proclaimed as the successor of the French throne
	the siege of Orleans	
1429	the campaign of Rheims	

To structure the text about the events of the English Revolution students have to construct the diagram "The development of revolutionary movement". The activity will result in the construction of the diagram:
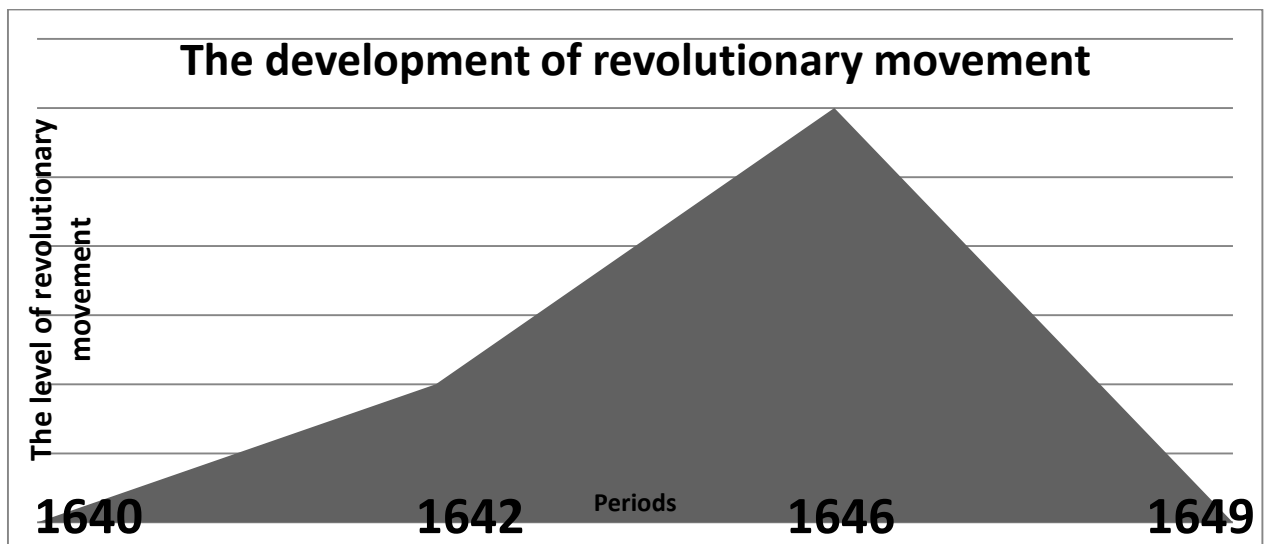
A score-rating system [1] is used for the assessment of students' progress in the course "The History of Britain". At the end of each class, students do a short test, consisting of 15 multiple-choice questions.

The course "The History of Britain" was piloted three years 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 the history of Britain. The course is delivered in the third term and prepares students for further study of English-taught courses in humanities.

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АКТИВИЗАЦИЯ ПОЗНАВАТЕЛЬНОЙ ДЕЯТЕЛЬНОСТИ СТУДЕНТОВ В РАМКАХ ДВУЯЗЫЧНОЙ ТЕХНОЛОГИИ ОБУЧЕНИЯ: ИЗ ОПЫТА ПРЕПОДАВАНИЯ ДИСЦИПЛИНЫ «ИСТОРИЯ БРИТАНИИ»

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Аннотация

В статье раскрываются основные элементы методики преподавания курса «История Британии» на английском языке в рамках Центра подготовки международных специалистов ФГБОУ ВПО «Тамбовский государственный технический университет». Делается акцент на необходимости активизации учебной работы студентов в рамках двуязычной технологии обучения. Основным выводом является положение о том, что трехгодичная апробация данного курса является успешной, что позволяет студентам, в том числе и на его основе, продолжать обучение в Центре для формирования иноязычной коммуникативной компетенции.

Ключевые слова: история Британии; английский язык; двуязычная технология обучения; методика преподавания; балльно-рейтинговая система; Центр подготовки международных специалистов; ФГБОУ ВПО «Тамбовский государственный технический университет».

TECHNOLOGY-BASED LANGUAGE INSTRUCTION

ENGAGING LEARNERS THROUGH VIDEO RESOURCES IN ESL CLASSROOM

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Abstract
With the growing availability of video resources, their use in teaching English as a foreign language is increasing. The author describes the criteria for selecting video resources for ESL classes. The importance of using video materials to develop learners' communicative competence is stressed. A tree-stage model of teaching English using video materials is described.
Keywords: communication; ESL; communicative competence; socio-linguistic competence.

Introduction

Over the past twenty years, teaching English has been undergoing significant changes. One of the reasons is rapid digitization of the society and availability of new tools of delivering teaching content as well as new sources of teaching and learning materials used in the classroom. The use of video resources in teaching foreign languages has become a common practice for many reasons. Firstly, video materials have become widely available through a variety of media, including the Internet. Secondly, modern schools are equipped with computers that have connection to the Internet, and learners have their own digital devices, which can be used for learning. All this creates the conditions for organizing activities involving the use of video resources in the classroom.

Video resources include any TV products (news, interviews, talk shows, ads), as well as feature films, documentaries, animated films used as didactic materials in a multiple viewing mode with a possibility of quick search of the desired fragment [1, p. 8].

The ultimate goal of teaching a foreign language is to make learners independent and competent users of a foreign language. In other words, they must be able to use the language for communication purposes. One of the ways of improving learner's receptive and productive skills is using authentic video resources. The biggest advantage of such resources is that they are created by native speakers. When watching a video in the class, learners are exposed to "real" English. This way of teaching is similar to language acquisition in native environment. Besides, it is in line with the communicative approach to teaching a foreign language, which empathizes the importance of teaching the authentic language

without any cuts or adaptations. What is more, video materials simulate learners' "immersion" into the target language.

Selecting video resources for the ESL classroom

When using video resources in the ESL classroom, a lot depends on the approach to selecting video resources. The criteria the selection and presentation of video materials have been developed through the functional approach, which is prevalent in the domestic methodology of foreign language teaching. It focuses on the communicative value of authentic video resources. In this approach, linguistic information is introduced and acquired naturally.

The criteria are as follows:
1) The linguistic content of video-materials must comply with the level language proficiency of learners.
2) The content must be adequate to learners' interests.
3) The quality of sound and picture must be high enough.
4) The use of video resources must be in line with learning objectives.
5) Video resources must contain sociocultural and sociolinguistic information reflecting various spheres of communication and communicative situations.
6) They must be diverse in genre and composition.

A three-step model of using video resources in teaching ESL

A three-step model of teaching using video resources comprises the following stage (Fig. 1):
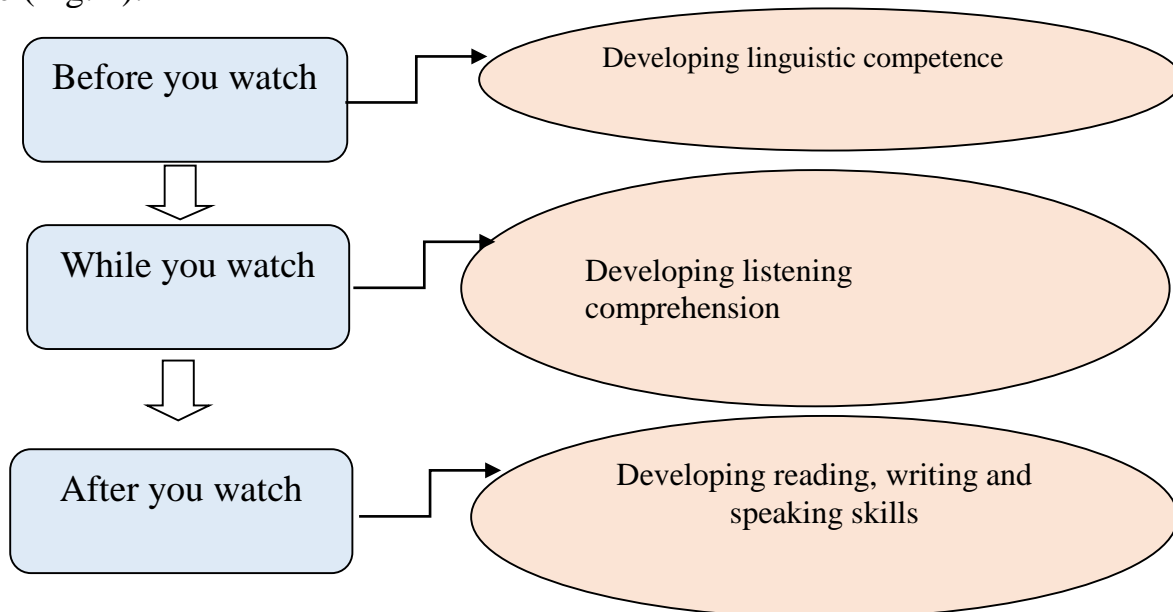
Fig. 1 A tree-step model of work with video-resources in the ESL classroom.

As can be seen from the diagram, the model includes the three stages, each of which aims to develop certain competences. It is important to note that video resources used in teaching can perform the following functions:

- Informative: activities done before viewing are used to introduce a new linguistic and socio-cultural material;

- Heuristic: thought-provoking activities develop intellectual abilities of students, creating conditions for effective independent work;

- Organizational: interesting presentation of learning materials and activities help to increase the efficiency of language acquisition through.

- Communicative: engaging activities stimulate the development of communicative skills of students.

Before viewing the video, it is necessary to familiarize learners with the new vocabulary. The activities used in this stage help them to memorize new words. It is especially important to introduce new words through activities, which raise learners' motivation. One such an activity is creating mind maps (Fig.2).
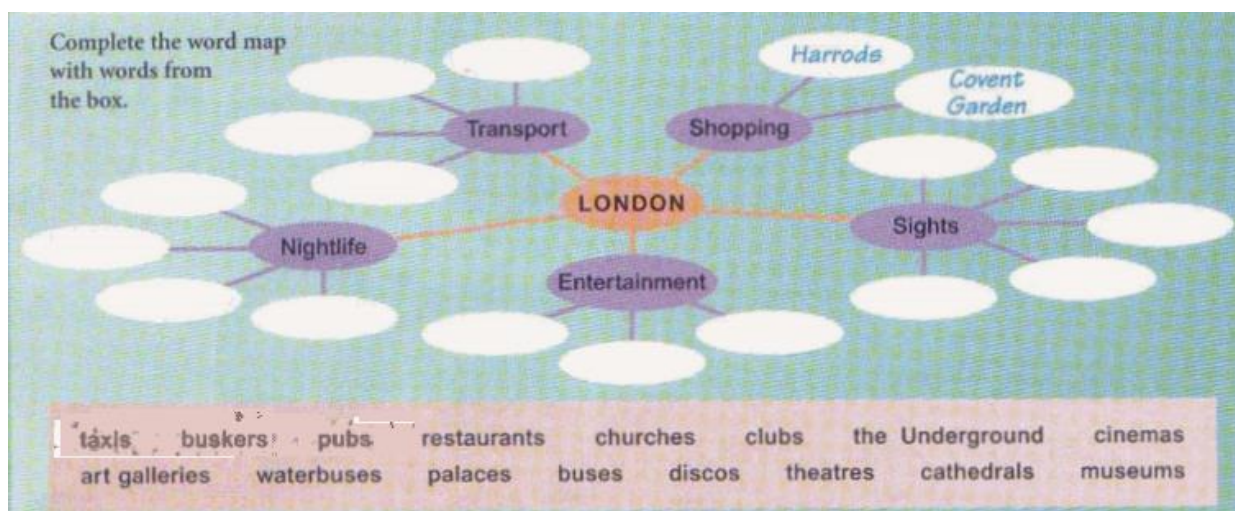
Fig. 2 Creating mind maps in the "before you watch" stage.

The learning objective is to introduce and memorize the lexical units used in the video. This type of activities develop critical thinking, as learners have to classify the selected lexical units by several criteria. It has long been proved that mind maps facilitate the rapid memorization of the material, since students actively participate in the process of creating material for memorization. This activity is in line with active learning approach, as learners are involved in "creating" the learning material.

Another kind of tasks that stimulate the thinking activity of students and form cognitive skills are various kinds of questionnaires. These entertaining tasks can come in the form of questions with multiple-choice answers, statements, incomplete sentences, aimed to arouse the students' interest in the topic under study, as well as to teach them new extra-linguistic knowledge and facilitate understanding when viewing the video.

In the "while you watch" stage, students do assignments to check the understanding of information presented in the video. It is advisable to divide the video into sequences supplemented by different activities, varying in complexity. To increase language acquisition, sequences must be shown twice and followed by different types of assignments. The examples of tasks performed by the students include:

1) Watch the sequence and answer the questions.
2) Watch the sequence and tick the correct sentences;
3) Watch the sequence and complete the sentences.
4) Watch again and complete the table;

5) Watch the sequence again and complete the sentences.

6) Watch the sequence and correct the false sentences;

At the "after you watch" stage, learners perform activities to practice their skills in reading, writing and speaking. For example, reading comprehension tasks help to expand the active vocabulary. Grammar exercises are necessary for acquisition of grammatical structures used in the video. Writing tasks contribute to the formation of the necessary graphic skills, the ability to formulate an idea according to the style of written work.

Conclusion

To sum up, video resources are a useful teaching tool, making learning a foreign language an emotionally engaging activity and raising their socio-linguistic awareness.

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ИСПОЛЬЗОВАНИЕ ВИДЕО РЕСУРСОВ НА УРОКЕ АНГЛИЙСКОГО ЯЗЫКА ДЛЯ ПОВЫШЕНИЯ МОТИВАЦИИ ОБУЧАЮЩИХСЯ

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Аннотация
Увеличивающаяся доступность видео ресурсов расширяет возможности для их использования в преподавании английского языка как иностранного. Определены критерии для отбора видеоматериалов и описана трехэтапная модель организации работы с видео ресурсами на уроке английского языка.

Ключевые слова: коммуникация, английский как иностранный, коммуникативная компетенция, социолингвистическая компетенция.

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THE USE OF VIDEO RESOURCES FOR THE DEVELOPMENT OF STUDENTS' SOCIO-CULTURAL COMPETENCE

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Abstract
The article discusses the use of video resources in teaching English to help learners in developing their skills of understanding native speakers, as well as acquiring the socio-cultural competence. Watching videos in English makes it possible for the learners to get a better insight in the national culture, the realities of life, as well as enhances students' cognitive interests, their willingness to discuss the problems and to join discussion. The article aims to explore the use of video resources, such as feature films, some music clips, animated cartoons or documentaries in English language teaching (ELT). In addition, the article aims to find out how videos in English lessons help students to acquire the socio-cultural competence. The main hypothesis is that video resources develop students' communicative skills and, therefore, are appropriate for the communicative approach to ELT.
Keywords: film demonstration; foreign language communicative activities; motivation for learning; methods of foreign language teaching; watching and discussion.

The use of video resources in foreign language classes is an important component of the educational system and it fits well with a student-centered approach. In the modern conditions, a greater importance is attached to the development of socio-cultural competence in terms of students' professional communication as a component of foreign language teaching.

The socio-cultural competence includes knowledge about the culture of the language being studied: the conditions and culture of communication, the rules of verbal behavior, conditions of professional foreign language communication, etiquette, non-verbal forms of expression, and physical conditions of life, nature, climate, and lifestyle of foreign language native speakers. The socio-cultural competence is based on understanding of the realities of a foreign culture, the comparison of two or more cultures, the identification of cultural differences, including ethnic and gender, social, demographic and linguistic differences. All this allows students to understand the difference between their culture and that of a target language so as in the process of professional communication to anticipate the possible courses of misunderstanding and resolve problems by choosing the adequate means of verbal interaction. The use of video resources in the development of the socio-cultural competence is especially useful.

Modern interpretations of the socio-cultural competence in the field of foreign language teaching go back to the definition given by the American scientist Dell

Hymes: "… socio-cultural competence is what you need to know for speakers in communication of the cultural circumstances" [1]. Along with this, it is important to give students a clear idea about the life, traditions, and linguistic realities of the English-speaking countries.

The use of video resources contributes to the realization of the most important requirements in the communicative method of teaching a foreign language by introducing the "living reality" into the language acquisition process.

Moreover, the use of video resources raises motivation for learning, contributes to the individualization of the learning process and enhances the development of students' speaking skills. There are two types of motivation caused by the use of video in foreign language lessons: *self-motivation*, when the film is interesting in itself, and *motivation*, which is achieved by the fact that the student will show that he / she can understand the language he is studying. This brings satisfaction and gives confidence in his strength and the desire to further improvement [2].

When watching films, students must strive to ensure and get satisfaction through the understanding of language, and not only through an interesting and entertaining story. Another advantage is the strength of the movie experience and emotional impact on students, which affects the increase in the level of motivation to the subject. Successful achievement of this goal is possible in systematic video screenings and the methodical organization of film demonstration. Of course, the use of video resources in foreign language lessons and extracurricular activities opens up a number of unique opportunities for teachers and students in terms of mastery of foreign language culture, especially the socio-cultural competence development as one of the components of communicative competence.

Unlike audio or printed text, video has the advantage of combining the various aspects of speech activity. In addition to the content aspect of communication, video resources contain visual information about places and events, appearance and non-verbal behavior of the participants communicating in a particular situation. A visual exposure allows students to understand both factual information and purely linguistic features of speech in a particular context [3].

Video has almost unlimited possibilities in comparing and contrasting cultural realities and peculiarities of people's behavior in different situations of intercultural communication. It is also clear that watching a video can have a strong emotional impact on learners; it can have an incentive and a condition for the creation of an additional motivation for further learning and creative activities in foreign language classes.

For an effective use of video, a teacher should make it sure that the use of video content corresponds to the actual level of general and linguistic development of students and correlates with the content of the lessons on a given topic. Situations in the video provide interesting opportunities for the development of linguistic and speaking skills as part of the socio-cultural competence of students. Video text is accompanied by a clear instruction to address specific and realistic learning objectives clear to students and justified the entire logic of the lesson.

The use of video in the initial stage of foreign language studying involves watching cartoons. Animation allows students easily to gain insight of real things

and phenomena in a simple visual form of conveying information. The apparent advantage of cartoons is their authenticity, informative richness, concentration of language means, and the emotional impact on learners [4].

In the senior stage of learning, the use of video resources in foreign language classes allows for active use of all kinds of speech activities, that is, the improvement of all components of foreign language communicative competence.

To sum up, it can be argued that educational video resources and multimedia reveal the opportunities for the development of speaking skills of students, make the learning process more engaging through the development of students' socio-cultural competence. The effectiveness of the use of video resources in foreign language teaching depends on not only the precise definition of its place in the education system, but also how efficiently the learning process is organized.

The use of video resources helps to improve the quality of teaching in foreign language classes, it allows students to get a clear idea about life, traditions, and linguistic realities of the English-speaking countries and develop speaking skills of students.

Using video resources helps to make up for the lack of foreign language linguistic environment, broadens the mind and develops the aesthetic taste of students.

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ИСПОЛЬЗОВАНИЕ ВИДЕО В ФОРМИРОВАНИИ СОЦИОКУЛЬТУРНОЙ КОМПЕТЕНЦИИ УЧАЩИХСЯ

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Аннотация
Статья посвящена использованию видео-ресурсов с целью формирования социокультурной компетенции студентов в процессе изучения английского языка, а также улучшения навыков восприятия речи на слух. Использование видеоматериалов

способствует более глубокому пониманию особенностей национальной культуры, реалий жизни, а также повышает мотивацию и познавательные способности обучающихся. В статье анализируется возможность использования в преподавании английского языка таких видеоматериалов, как художественные фильмы, музыкальные клипы, мультфильмы или документальные фильмы. В статье анализируется каким образом видео-ресурсы на уроках английского языка помогают достичь поставленных задач в развитии социокультурной компетенции студентов. Основная гипотеза состоит в том, что обучение с применением видеоматериалов будет способствовать формированию коммуникативных навыков студентов и, следовательно, подходит для коммуникативного подхода в преподавании английского языка.

Ключевые слова: демонстрация фильмов, иноязычная коммуникативная деятельность, учебная мотивация, методика преподавания иностранного языка, видео-просмотр и обсуждение.

USING ICT IN TEACHING ENGLISH TO RESEARCH STUDENTS

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Abstract
The article is devoted to teaching English in professional context. The implementation of information and communication technologies in the process of teaching foreign languages to masters and postgraduates students at Institutions of Higher Education is described. The author analyzes the main trends of implementing ICT in classrooms, possible problems, and ways to overcome them.
Keywords: education process at technical universities, master's degree programs, postgraduate degree programs, problems and solutions, professional context, teaching English, using ICT

1. Introduction,

New Federal State Educational Standards require engineering graduates to reach a high level of practical language skills in their everyday and professional communication, which implies scientific work.

However, the number of classroom hours is not sufficient to achieve these goals, and thus such issues as the individualization of the education process and autonomous learning are highly topical nowadays. One of the most effective ways to resolve the problem is to introduce information and communication technologies to the education process.

2. Information and communications technologies in teaching foreign languages

The widespread introduction of information and communication technologies and technical means to the process of teaching foreign languages provides a great opportunity for its intensification, individualization, and optimization, which leads to significant savings and efficient use of classroom hours and makes learning mobile and more motivational for students. With the higher performance capabilities of modern information and communication technologies and their accessibility, the implementation of ICT is undoubtedly necessary. The shift to the three-level system of higher education also requires new educational resources different for bachelors, masters, and postgraduate students. The rapid development of information technology offers a wide range of teaching means. Among them are:

– electronic textbooks, which can be stored as highly tailored libraries for each area of training;

–   electronic educational resources for each specific engineering specialization, i.e. online tests, distance learning, the multimedia dictionaries;

–   professional forums, etc.

A possible medium is the Institution's Foreign Language Department website, which informs students of the studying programs and suggests additional tasks, texts, resources, and recommended literature.

To use modern technologies effectively, the chosen means should be appropriate to the stage of training and the set goals, as well as the principle of continuity of education. It is also important that professionals in information technology and faculties are engaged in the development of new educational programs and e-learning resources.

The purpose of all degree programs at technical universities, in terms of foreign language education, is to achieve the level of communicative competence that allows students to use a foreign language in professional activities. The education is based on the language competences acquired in high school. Hence, the difficulties students experience in further education due to inequality of their skills. Moreover, the inadequacy of secondary education leads to the fact that some students fail to have acquired the basic skills of a foreign language. The solution to the problem of mixed-level training is ICT, which can help students to improve insufficient language skills.

Electronic educational resources should consist of interactive exercises, tests, and simulators with a response system, i.e. tips, questions, suggestions to try again, hyperlinks to help, benefits, individual recommendations, etc. Such tools can be used to monitor and analyze students' progress. Moreover, the control over students' learning activities is simplified, and their autonomous learning and self-testing skills are developed. The implementation of such methods allows:

–   to improve the efficiency and quality of education;

–   to increase students' motivation;

–   to develop language competence: ability to understand authentic foreign language texts (reading, listening), to transmit information in reasoned statements;

–   to develop the ability and willingness to work independently;

–   to make classes more dynamic.

Another goal of using ICT in classrooms is to develop skills in professional communication in a foreign language, which implicates specific terminology understood by a person skilled in the particular branch of science.

Implementing ICT to learning is a rather difficult and long-term process, but it solves problems at different levels of education and provides a better learning experience and a competitive education.

3. Using ICT in Master's degree programs

The principle of continuity of education should be based on a multidisciplinary approach and have a practical focus on the academic development of communicative competence in an international academic environment, i.e. creation of articles, essays, reports, presentations, etc.

Despite the importance of such training, at the beginning of the course there is a

problem caused by the deep-seated tradition of teaching foreign languages in technical universities. Languages are taught only in the first or second year. The training is then resumed only in master's degree programs. If a student is not involved in a foreign language for several years, the acquired skills are often lost. However, it should be noted that often postgraduates' interest in learning a foreign language tends to increase together with their proficiency and professional vocabulary in the native language.

The technologies and methods used for training bachelors should be applied to solve these problems at a higher level as well. As previously used teaching materials decrease students' motivation, new resources should be designed specifically for postgraduate programs taking into account, on the one hand, the necessity of repetition of previous stages, on the other hand, the development of professional language skills on a new, higher level.

With the reduction of classroom hours, students are required to work more independently. To develop their skills in professional communication students can:
– search for information on specialized websites;
– make reports and presentations on topical issues;
– participate in discussions on professional forums.

At this stage, a conventional activity of individual academic reading is highly important as it advances students' skills of information search, selection of keywords, and evaluation of search results. Postgraduates should be familiar with the Russian National Public Library for Science and Technology (www.gpntb.ru) and Google Scholar (http://scholar.google.com), which focuses on scientific articles, patents, etc. These resources can help them search for professionally relevant information and use it in their scientific work and master's thesis. For education purposes, students can be asked to write a review of a certain topic in the foreign language, which is then assessed by the adviser.

It is also essential to teach students use machine translation properly and edit texts in the target language.

4. Using ICT in postgraduate degree programs

In addition to preparing for the qualifying examinations for the Candidate's degree, further development of oral and written skills of professional communication in a foreign language — such as writing articles, reports, patents, conducting online discussions in a foreign language, delivering speeches at conferences, etc. — should continue. Thus, emphasis is laid mainly on the ability to gain knowledge, to solve problems, and to set criteria for the selection of the most effective solutions.

5. Problems of using ICT and their solutions

The increasing demand for specialists able to carry out effective professional communication leads to revision of the current established tradition of teaching foreign languages in technical universities, the education process, and related information resources.

The readiness of teaching staff to use ICT on a usual basis should be promoted by extension courses for teachers and a closer integration of the new methods in the teaching process, as well as up-to-date resources designed in collaboration with

academic advisers. For successful professional training, teachers of foreign languages need to be familiar with the professional contexts their students can find themselves in and core relevant sciences.

The work to be done to create ICT resources and develop methods of their application to the education process requires large intellectual, financial, and time investments. Therefore, it seems reasonable to set priorities and plans for further methodological and research works, for which special scientific groups of teachers could be organized. In addition, appropriate training for teaching staff must be provided.

6. English for researchers interactive course program

The educational English for researchers course program is to be focused on the acquirement of educational techniques and practical actions determining personal and social challenges and finding solutions to the different tasks through independent work with further presentation of the results. The program is to provide the development of acquired knowledge application, abilities and skills to solve research and practical tasks. It is requiered to acquire practical educational techniques and develop individual and group work skills. The course places emphasis on presentation and display. The graduates have to be tought clearly, logically and accurately present sceintific information, use language adequate to the discussing scientific issue, deliberately and consciously develop their communication skills, learn new language resources. In addition, an extensive usage of various ICT is required for the implementation of student-centered educational prosses. Such technologies allow to provide educational prosses on an interactive basis using existing electronic educational resources, distance learning and professional forums. Thus, the aim of the course is formation and development of oral and written English language knowledge, cognitive and research skills required for successful scientific and engineering activities. It is necessary for future researches to be able to formulate the problem in English accurately, to conduct a review of the scientific literature, to analyze, use and interpret collecting data, to make theoretical rationale and conclusions of the study.

7. The aims of the English for researchers interactive course

The development of students educational, research and communicative competences for carrying out investigations, presentation the results, reviewing research papers, annotating and publishing the research results and participating in discussions at scientific conferences in English are the main objectives of the course. The results monitoring is carried out both in the classroom, in the form of conversation, report or discussion and in an interactive manner, using a variety of ICTs. Professional vocabulary and grammar necessary for reading and understanding information, oral abilities and creative writing skills are examined. Written assignments include: preparing applications for the research and reviews of references, writing abstracts of the scientific work, and then the article with its subsequent publication in compliance with the rules of information security and scientific ethics, and, finally, evaluation and critical analysis of implemented research project. Final research report shoud be assessed in the collaboration with the students scientific supervisor.

Anual University research conference with presentations of completed research projects and scientific discussion is also an effective form of planned course results achievements control. Such conference can be conducted online.

8. The results of the English for researchers interactive course

The results of the course are:

− practical abilities in English, as efficient means of professional communication to solve research problems;

− communicative skills to express personal opinion, attitude, position in oral and written communication in English, to present the results of the research in the form of abstracts and public presentations;

− oral and written communications in English with a description of scientific approach and evidence of findings;

− writing reviews on research in English;

− proof of the relevance and reliability of research through logical reasoning in English;

− communicative skills of public speaking and research results presentation in English, participation in scientific discussions and debates;

− meaningful reading and structured information extraction skills;

− the ability to find relevant information on the research topic, exploratory reading of the special literature;

− willingness to conduct the research in English.

The using of ICT and the interactive nature of the course allow to specify expected results in every particular, individual case.

9. Conclusion

Summarizing, we can say that modern engineering education is impossible without the development and improvement of methods of teaching foreign languages with information and communication technologies. To implement new resources in the education process at technical universities a great methodological and research work involving specialists from engineering departments is required. In addition, the competence of teachers of foreign languages as active users of information and communication technologies and software creators means that they can use electronic resources, services, tools, and applications to optimize the traditional education process and independently designed distant learning courses to develop students' skills and communicative competence.

ИНФОРМАЦИОННЫЕ И КОММУНИКАЦИОННЫЕ ТЕХНОЛОГИИ В ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ В МАГИСТРАТУРЕ И АСПИРАНТУРЕ ТЕХНИЧЕСКИХ УНИВЕРСИТЕТОВ

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Аннотация
Доклад посвящен преподаванию иностранных языков в профессиональном контексте и внедрению информационных и коммуникационных технологий в процесс обучения иностранным языкам в магистратуре и аспирантуре технических университетов. Автор анализирует цели и основные направления применения информационно-коммуникационных технологий, возникающие проблемы и пути их преодоления.

Ключевые слова: использование информационных и коммуникационных технологий, преподавание иностранного языка в технических университетах, программа подготовки аспирантов, программа подготовки магистрантов, профессиональный контекст.

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TECHNOLOGY-BASED METHODS IN THE COURSE OF BUSINESS ENGLISH

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Abstract

Textbooks of Business English correspond to the goals of modern business environment. The disadvantages of these books are fast obsolescence of the information about companies and businessmen who may be currently out of business or have started other companies. The teacher should always follow new trends in the ICT methods and check the authenticity of the data presented in the textbook. One of the ways of supplementing the textbook is to refer students to the real resources based in the Internet. The motivating tasks are to write a letter to the founder of the company the students are studying or to collect data about events that may be of their professional interest.

Keywords: business English, ICT, rising motivation, preparation to BEC, professional context, teaching English

1. Introduction

Modern textbooks of foreign languages do not provide the current information of the included materials in full measure, which is why teachers should use the additional resources. If the chosen resource is devised intelligently, it will not only supplement the textbook but enable the possibility to play a language game with students, raise the motivation, and move the lesson closer to the real professional life as well. Business English textbooks often use the real companies to tell about in the texts and interview real businesspeople. Therefore, one of the approaches available nowadays is to refer students to these existing business models.

2. Restrictions of modern Business English textbooks

The main features of the business environment are the competitiveness, initiative and active involvement of its participants. Thus the course of Business English should teach students not only the main language components, but also the core skills of how to cooperate with the business contacts; it should reflect the language culture of this environment in the country they study.

The textbooks usually provide students with the different types of texts, including real newspaper articles, press-releases, they give students the opportunity to solve a problem when they participate in a business role-play and work with case studies.

At the same time, the textbooks cannot use the advertising materials of a product to the detriment of the competitor's product. The politics of doing business and the attitude of government to business in one country is not usually criticized in the textbooks though it may have grave shortcomings. At last, in spite of the efforts that the authors apply, the provided information about successful companies may

become obsolete. The person who had everything may now be out of business. The promising ideas could lose their currency.

Nowadays, there is a big amount of materials that teachers can use at English lessons. They are available in the traditional printed and modern electronic versions. Electronic resources include texts, audio and video, interactive games, dictionaries etc.

To check the currency of the information represented in a textbook a site of the company may seem one of the easily acceptable and exhaustive resources.

3. Communication with a businessman

The group of managers in the 2nd year studies Business English with the Business Benchmark course [1], upper-intermediate level. Unit 6 of this textbook is devoted to the launch of new products in the market. For example, *Drink Me Chai* company founded by Amanda Hamilton. The textbook suggests a variety of materials about the company and the businesswoman – a text with questions, a listening exercise, a speaking exercise, and a role-play. To go further with the idea of launching a new product and to develop students' writing skills it seemed efficient to suggest a writing task as homework after studying this unit.

As it is said in the text and listening task, Amanda Hamilton invented the tea company when she tasted a range of Indian spicy teas, so the company developed the tastes and now has a number of flavored teas, which are represented on the company site. The task was to visit the site [2], study the flavor types of the tea, read the delivery rules and write a short email to the company with the questions like 'Do you deliver your products to Russia?', 'What is the minimal cost of the order?' etc. Furthermore, the email should have met the formal requirements, as the number of words (not more than 80), greetings, polite requests. The first student who received the answer from the company had more points for the task which made the task more motivating.

The textbook Business Benchmark is a course that helps students with the preparation to the BEC test, so this email was the real opportunity to train the format of the exam testing skills how to write formal letters. The students' self-appraisal rises in case of the successful communication as they know that they received an email from a real person from a real company which they studied in the lesson [3, p. 201]. They are not afraid anymore of communicating with foreigners and they see the real use of the lessons.

4. Research of the opportunities

The same textbook devoted unit 14 to the international business conferences. In class, students discuss the most important features that a company should think about when organizing or attending a business conference. After they listen to short conversations where people discuss the failures of the conference organizers and the reasons why this happened. The students usually don't have any professional experience yet: most of them have not attended any conference so this is quite challenging for them to think what may go wrong at the conference or what details should be taken into consideration if they are the organizers.

The possible homework is to make a survey in the Internet of the real conferences for managers in different countries, study the programs and the guest speakers,

choose one or two which might be useful for the group and during the lesson students have a role play and decide which conference suits best the needs of a company and doesn't go over budget.

Besides the motivational part of the task, it requires a detailed study of the subject. They should read the information about several conferences, complete the 'reading for gist' task in reality – they need special information about country, dates, budget, keynote speakers etc. As surveys show [4, p. 340], students who work with the informational technologies receive better grades than those who don't. They are better informed and have wider lexical and grammatical material.

5. Conclusion

Nowadays the lessons of foreign languages are becoming more technological. The universities are equipped with computers, data projectors and the Internet, so a teacher may open a site of the company the students have just read about during the lesson. This approach seems efficient, as students get involved in the offered task; they enjoy being more independent and individual. The knowledge that they will receive a higher mark in case they first receive the answer from a real foreign businessman inspires them to complete the task faster and more productively. The teacher is a guide who shows them different ways of communicating with people, shows that every student can find an answer to his or her question when writing a letter with this question directly to the company. This skill is as important as any language skill, because as stated above the course of Business English differs from a course of general English in supplementary knowledge of how to contact in the business environment.

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МУЛЬТИМЕДИЙНЫЕ МЕТОДЫ, ИСПОЛЬЗУЕМЫЕ В КУРСЕ ДЕЛОВОГО АНГЛИЙСКОГО ЯЗЫКА

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Аннотация

Учебники по деловому английскому языку соответствуют целям современной бизнес-среды. Недостатки этих учебников – быстрое устаревание информации о бизнесменах и компаниях, которые перестают быть успешными или уходят из бизнеса. Преподаватель должен всегда следить за новыми разработками в сфере ИКТ и проверять достоверность информации, представленной в учебниках. Один из способов дополнения учебника – отсылка к настоящим ресурсам, представленным в Интернете. Мотивирующими заданиями могут быть написание письма в клиентскую службу компании, о которой идет речь в учебнике или сбор информации о событиях, которые могут быть интересны студентам в их профессиональной сфере.

Ключевые слова: деловой английский, ИКТ, повышение мотивации, подготовка к ВЕС, преподавание английского, профессиональный контекст

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MULTIMEDIA IN FOREIGN LANGUAGE TEACHING

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Abstract
The article is devoted to the role of multimedia in modern foreign language teaching. The purpose of the article is to highlight the advantages of the Information and Communication Technologies used in education. The research proves that current and emerging information technologies provide students with numerous resources for foreign language mastering.
   The authors come to conclusion that despite the ***difficulties of*** multimedia ***entrenching,*** it is a high potential approach that can enhance the system of higher education in the Russian Federation.
Keywords: foreign language, Internet resource, multimedia, teaching

Introduction
The content standards in the sphere of foreign language teaching, adopted by the Ministry of Education and Science of the Russian Federation, are intended to develop students' deep translingual and transcultural competence that places value on the ability to read, write and communicate in a ***professional environment*** with native speakers in the target language. 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.

The main purpose of the present review is to provide a broad framework for foreign language teachers from which they can select useful tips to, at least, partially substitute immersion experience.

Nowadays skills of communicating in foreign languages increase chances for making exciting career that without accessing them has little chance.

It is not a secret that despite realising how important foreign language is for their future, many students force themselves to study it and are, generally, extremely very demotivated for making systematic efforts. According to the students, the main problem lies in self-motivation and concerns lack of interest to the academic material given in the class. Taking into consideration that interest can be a crucial factor in how a student progresses, the problem, in our opinion, can be easily solved with the help of resources provided by the Internet.

Now the computer is one of the effective means of training, which can promote a differentiated approach to teaching students, provide high emotional motivation for educational activities, and as a consequence, increase cognitive interest.

With the popularity of information technologies and significant progress of language teaching software, multimedia is becoming the main teaching method of foreign language teaching in higher education establishments. Teaching supported

with the Internet resources has more benefits in comparison with the former approach based on the use of a book and a chalk. Adopted by lots of teachers it facilitates language acquisition, study methods and application skills. Multimedia enables learning to become psychologically safe, without fear of inadequacies or mistakes, while strengthening the students' interest of self-study as well as their ability of comprehending foreign language.

At present the use of multimedia is assigned a significant role in teaching foreign languages. As the name implies, multimedia is the integration of multiple forms of media. This includes text, graphics, audio, video, animations and interactive content etc.

We fully agree with E. Milková claiming that "multimedia applications have substantially influenced education. They give teachers an excellent chance to demonstrate and visualize the subject matter more clearly and comprehensibly, as well as also enabling them to prepare study material for students which optimizes their study habits" [1, p. 76].

The disadvantage with the traditional approach of teaching foreign language concerns lack in creativity and tendency to make learning a bit difficult.

In contrast, multimedia, which provides a lot of resources, can help students to fully grasp an understanding of the subject that they learn and contribute to the development of the educational system in Russian Federation.

The technological capabilities of multimedia are great, as they give the opportunity to organize various educational activities of students, thus, significantly increase the effectiveness and motivation of learning.

There are various options for the use of information and communication technology tools in foreign language classes throughout the whole course.

So, for example, there is a wide range of content devoted to business, sports, scientific reports, news, culture and more that can help students get in the habit of regularly reading in the language they are trying to learn.

Huge amount of videos is of a great help to those who are eager to improve their pronunciation and comprehension of the oral speech.

The Internet provides the students with such valuable activities for mastering foreign language as different grammar exercises, comprehension reading exercises, vocabulary learning, writing of letters and reports and more. The Internet has become one of basic platforms for learning English and can be compared with classroom-style interactions.

Social media platforms as well as online forums can offer a simple way to improve the target language by communicating on line with ordinary native speakers.

Special attention should be paid to learning management systems (LMS). Institutional LMS provide on line basis for blended learning. The practice of using both online and in-person learning experiences when teaching is aimed at "acquiring communicative competence in the target language and enables learners to work away from the classroom; gives lots of opportunities for creating learning communities via social networks; offers the possibility for each student to follow optimum learning path and covers for individual differences of learners; gives a very

good opportunity for extensive input of materials, which is facilitated through face-to-face contact in the traditional classroom, where teachers can provide the necessary support and assistance to learners who have some troubles with understanding of the material; develops skills in professional communication, which requires extensive use of technology" [2].

The list of trends in using modern technologies can be continued with such essential aspects as :

- preparation of individual tasks by turning to the Internet resources;
- making up presentations in Power-Point or Prezi based on the lesson materials;
- delivering an oral presentation on an academic subject using the interactive whiteboard;
- use of digital applications to teaching materials provided with audio and video for doing homework;
- taking a test in a multimedia class;
- conducting conferences;
- creation of subprograms on a given topic (for the students of technical faculties).

Despite unquestionable advantages of working with multimedia, it is still not fully applied by higher educational establishments.

Restriction on the use of multimedia, in our knowledge, involves such problems as:

- high cost of computer equipment (and the need to ensure its safety);
- insufficient amount of classes equipped with multimedia;
- a limited number of computer programs designed for both students' individual work, and activities in a foreign language classroom;
- lack of trained teaching and support staff;
- rise in the cost of the learning process (a teacher working in a multimedia class must be assisted by a technician responsible for the equipment maintenance and fixing, if necessary);
- increase of the time required for the teacher to prepare for multimedia classes (preparation for each lesson can takes 2 - 3 hours in general).

Conclusion

In this review we have considered a wide range of possibilities for using information technologies in teaching foreign language as well as the problems that militate against making multimedia more mainstream in educational sphere.

It goes without saying that knowledge of foreign languages open up many opportunities for a specialist who wants to play an active role in social and economic life of the multilingual society.

More and more multinational companies are demanding their employees to speak foreign language, usually English, fluently in order to facilitate communication and performance among geographically dispersed teams.

According to those factors, educational organizations should give the highest priority to the new approach, based on the use of multimedia in teaching foreign languages, in order to promote competitiveness of a new generation experts.

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МУЛЬТИМЕДИА В ОБУЧЕНИИ ИНОСТРАННОМУ ЯЗЫКУ

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Аннотация
Данная статья посвящена раскрытию роли мультимедийных средств в обучении иностранному языку на современном этапе. Целью статьи является выявление преимуществ применения информационно-коммуникационных технологий в образовании. Исследование доказывает, что новейшие информационные технологии обеспечивают студентов множеством ресурсов для успешного изучения иностранного языка.

Авторы приходят к выводу, что, несмотря на сложности по внедрению мультимедийных средств в практику преподавания, подход, основанный на их использовании, обладает высоким потенциалом и способен качественно улучшить систему высшего образования в Российской Федерации.

Ключевые слова: иностранный язык, Интернет ресурс, мультимедийные средства, обучение

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A POST-COURSE QUESTIONNARE AS A METHOD OF EDUCATIONAL PROCESS REFLEXION

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Abstract

The article considers realization of one of the teaching method – post-course questionnaire that allows a teacher and a learner to reflect on educational process, results of the study on the example of the English language course. Moreover, the author contemplates on different types of educational questionnaire and their relevance for a final questionnaire for educational purposes. Therefore, it is proved a post-course questionnaire helps to summarize all learners achievements, to realize self-reflexion, to see prospects in teacher's and learners' field of activity in order to improve in educational process. Finally, the article presents the post-questionnaire conducted among first year bachelors in Moscow State University after an academic term of the English course.

Keywords: post-questionnaire, self-reflexion, teaching activity, teaching English

1. Introduction

Nowadays there are different methods of pedagogical researches designed to improve educational process. Also realization of main functions of Pedagogy – theoretical and technological [1, 174]. Among all these methods, there could be enumerated the following: observation, questionnaires, experiments, sociometria, tests, and methods of studying of learners' results of activities. In their turn, T.D. Marcinkovskaya and L.A. Grigorovich [2, 270] highlight questionnaire methods that could include conversation, interview and survey. A questionnaire implies written survey or test that is considered more 'productive, documental, and flexible in terms of possibilities of receiving and processing of data' [2, 270]. Also, there are three types of questionnaires – open-ended question, close question (e.g. multiple choice) and mixed type of a questionnaire (contains the elements from both open-ended and close questions) [3].

Questionnaires are considered widespread pedagogical researches used in receiving feedback from learners. At present, taking into consideration the admission of new federal State Educational Standards in the area of teaching, the issue of receiving qualitative feedback has become a truly controversial one for teachers of different disciplines. In this respect, the question of realization of educational reflection remains a prior one. As thanks to its results, it is possible to make learning process more flexible, differentiated and student-oriented.

Moreover, it is important to note that collection of learners' post-course opinions is an inalienable element of organizational process that allows a teacher (as an organizer of learning process) to understand how appropriate and effective an educational strategy and applied tasks are. American researchers M.Merdock and T.

Muller worked out the rule of a thumb or the rule of feedback that defines creation of possibility for learners to 'share their impressions about aspects they like and those they don't'. Thus, the results could help a teacher to 'perfect their virtual project' [4, 144].

Besides, it should be emphasized that a questionnaire accomplishes the role of self-control for learners as it allows them to evaluate themselves their own achievements obtained by the end of an academic term. For example, one of the questions in the considered questionnaire makes students evaluate their results: 'According to your opinion, your language level – a) has improved b) has got worse c) remains the same'.

2. Post-course questionnaire analyses

The main aim of the questionnaire was to collect data on efficiency of the English course among learners. The sub-aims were the following :
- Collection of objective feedback ;
- Collection of statistics in order to realize some modifications n educational process if needed according to received data;
- Receiving data so as to compare them with the subsequent ones;
- Usage of data to create range of topics that will be interesting for learners in next academic terms;

As far as for the target audience of the course is concerned, it consisted out of 28 students and Masters – 14 First year Bachelors and 14 Masters from High School of Television of Lomonosov Moscow State University. The age of the respondents was from 17 till 28 years old.

The questionnaire was designed and conducted at the end of the first academic term 2016-2017 academic year. The completion of the test took 10-15 minutes when respondents had to provide their answers for 11 questions of the post-course questionnaire.

Furthermore, it should be noted that questions from the questionnaire required not only evaluation of the applied methodologies and pedagogical technologies but also learners' desires and wished for improvement of the course for the next academic term.

The post-course questionnaire was carried out anonymously that allows to receive frank and impartial learners' opinions on organizational aspect of the course and on their achievements.

The form of collecting data is really an important issue in terms of time- and energetic consumption, processing data and demonstration of the results of a questionnaire. Obviously, there are two forms of providing respondents with questionnaires – printed and electronic ones. Taking into account the fact that nowadays practically all students have gadgets with good quality of the Internet access, we decided to use electronic form. So we chose Google.Forms in view of its reliability of collection, processing and automated saving of information. Therefore, several points were crucial while using this information and communication technology:
• Friendliness and convenience of site interface;

- «Simplicity of organization and completion of forms;
- Provision of access to data for everyone or for specially designed people» [5, 89];
- Presence of different ways of creating a questionnaire;
- Automatisation and speed of processing and demonstration of data;
- Possibility to take a questionnaire by several people at the same time.

Turning to some problems that could occur while conducting a questionnaire, according to the specialists one the main problems is the ability to formulate a question appropriately so as to get objective and impartial answer. That is why some questions in the questionnaire were created in close-ended form. For instance, there was one question like: "What types of educational activities did you like most of all?" Obviously, in case of open-ended question there could be a risk of its ignoring, absence of motivation to remember concrete tasks. That is why all possible types of educational activities were included :

- Pair and group work in terms of Speaking skills development;
- Reading of educational texts from Coursebooks (development of reading skills);
- Class discussion;
- Disputes (division of the class into two teams);
- Oral presentations;
- Writing essays;
- Grammar exercises;
- Listening to the songs with specially designed educational exercises.

The question supposes the choice of several points (Checkboxes). Such strategy allows understanding what kind of exercises are most popular among learners (Fig.1):

Fig.1 Diagram of answers on question «What educational activities did you like most of all?»

As we see from the Fig. 1, the most popular activity among learners is Class discussion (50% of all respondents). Despite the fact that this method (educational activity) is not always emphasized as effective one in terms of CELTA methodology due to non-equal possibilities and spreading of time for every learner to express their opinion on a given topic. Disputes, grammar exercises and tasks on listening to the songs with specially designed educational exercises were ranked the second popular

exercises. In addition, 35.7% of learners liked oral presentations. Finally, reading was considered as the least popular activity in the English course.

Thus, following the answers on this question it is possible to come to several conclusions:

- To develop their speaking skills learners prefer such tasks as whole class discussions and disputes;

- Grammar exercises are also interesting for students – that is determined by their intrinsic motivation – presence of fragmentary knowledge and understanding of numerous grammar topics and desire to express their thoughts in a right way and at the same time to vary their speech with different grammar structures;

- Although the work with a text is supposed to be a quite informative task and could be a means of «formation and control of other language skills» [6, c.142] – nevertheless, learners were less interested in it. As one of the implications for a teacher is to change strategy of working with reading tasks – this probably could lead to other results in the subsequent questionnaires;

- Most learners prefer active kinds of activities – that is explained mostly by their psychological structure of personality. As a consequence, this could lead to efficiency of the educational process for learners and for a teacher.

3. Conclusion

In summary, it should be noted that these kinds of questionnaires could serve as [5, p.97] :

- Means of information exchange;

- Educational element thanks to which it is possible to carry out some modifications and needed changes in classroom management;

- Information in order to collect data to analyze them and make right decision;

- Means of learners' engagement in mutual construction of educational process, e.g. one of the questions was aimed at collect all interesting topics out of learners' opinion so that to make learning process more motivated and student-oriented.

In conclusion, it could be stated that carrying out of such types of questionnaires as post-course one, could lead to possibility for a teacher and for learners to evaluate the results of teaching and learning processes respectively.

Acknowledgements

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ИТОГОВЫЙ ОПРОС КАК МЕТОД РЕФЛЕКСИИ В ОБРАЗОВАТЕЛЬНОМ ПРОЦЕССЕ

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Аннотация

Рассматривается реализация метода итогового анкетирования как одного из педагогических методов рефлексии преподавателя и студента на процесс обучения на примере курса английского языка. Рассматриваются основные типы анкет для составления итогового опроса. В статье обосновывается значимость реализации итогового анкетирования в учебном процессе как способа рефлексии и саморефлексии с целью проведения дальнейших преобразований и улучшений в образовательном процессе в высшей школе на примере практического курса английского языка.

Ключевые слова: анкетирование, опрос, рефлексия, педагогическая деятельность, учебный процесс

THE USE OF INTERACTIVE PLATFORMS
IN DISTANCE LEARNING

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Abstract
The article stresses the need to apply multimedia tools for developing computer and creative skills in the classroom within a non-native environment. From a long list of web-applications we have suggested realtime board as a valuable teaching tool to use in distance learning as it gives students 'ownership' for their study and have a lot of fun from their outcomes. Distance education is a form of education in which the main elements include physical separation of teachers and students during instruction and the use of various technologies to facilitate student-teacher and student-student communication. The authors concludes the paper by saying that, along with the expansion of web-applications, research and practice should be constantly encouraged to improve our understanding of all aspects of the use of these applications in various contexts.
Key words: distance learning**,** e-platforms, Global English, interaction, vocational training, interactive white boards.

Introduction
The concept of English language known as 'International English' is the global view of the language or an international standard for the language. It can also be referred as *Global English*, *World English* or even *Globish*. Despite the arguing if it is a desired standardization or killing of the language, the focus here is to show that it is worldwide acknowledged of all times.

English thus serves the purpose of global communication. A global language, as defined by Crystal (2003) is a language that has developed "a special role that is recognized in every country" [1]. According to Crystal, there are two main ways the recognition is achieved: either by being designated the official language, or by being made a primary foreign language to be taught in schools. The countries in the other circle obviously belong to the first situation, and those in the expanding circle belong to the second.

Kazakhstan is holding a unique policy of trilingualism aimed at ensuring the three languages' acquisition of the young generation: Kazakh, Russian and English.

Hereby, English teaching has been getting more and more attention, especially since adapting trilingual education policy. One of the primary perspectives and principles imply teaching English in early stage. Since 2016 English language as an obligatory discipline has been set in two curriculum of primary school. Academic hours of English classroom vary from two or three hours a week. Further modernization of current education system ensures teaching certain number of school subjects teaching in English. ("IT", "Chemistry", "Biology" and "Physics"). Due to a bulk of resources can be found in English which certainly greatly contribute to effective learning.

The expansion of the boundaries and self-professional development of teachers requires constant vocational training. The Karaganda vocational education and training institution is expected to meet new requirements and apply education technologies in teaching process.

In the period 2012-2016, 26 736 teachers of local schools and higher education institutions upgraded their career skills through various programs [2].

The average number of regional teachers who advanced their training is 19142 (76% of all teaching staff in the area). Moreover, 629 teachers had training courses in the issues of e-learning system.

E-platforms in language education

To support innovative pedagogy teachers' intensive use of e-platforms is crucial, but it is still unavailable for a greater number of teachers due to some reasons. To investigate inhibiting factors to e-platforms use, 50 teachers from local and regional schools were asked which factors affected the school's capacity to provide these interactive tools teaching and learning 'a lot', somewhat', 'a little', 'not at all', factor analysis revealed three sets of obstacles, for each of which scales were generated:

1. Some classrooms in schools have lack of electronic equipment, which prevents them from using interactive platforms.

2. Lack of computer skills and difficulty of integration of electronic platforms and lack of models for using e-platforms in teaching.

3. Teacher and Parental opposition to the use of distance learning, benefits and it is not being a goal in the school.

Further analysis of the data showed that 86% of the surveyed were not aware of free online services (weebly, goanimate,). Only 14% felt free to use e-platforms in the classroom.

Androulla Vassiliou, the European commissioner for Education, Culture, Multilingualism and Youth have graphically noted that "The online and open education world is changing how education is resourced, delivered and taken up. Over the next 10 years, e-learning is projected to grow fifteen-fold, accounting for 30% of all educational provision. Within higher education, new technologies have enormous potential to effect change. They enable universities to meet a broader range of learners' needs, adapting traditional teaching methods and offering a mix of face-to-face and online learning possibilities that allow individuals to learn anywhere, anytime. They also create openings to engage in new kinds of collaboration and offer opportunities to distribute resources more effectively" [3].

Therefore, we would like to focus on one of major advances appeared in the last few years.

Nowadays, students tend to choose distance learning. Many teachers are aware of using different activities and tools just to make the lesson more entertaining and enriched.

The foreign language theory assumes wide spread for usage e-platforms in and out of classes. Based on their functions, these platforms are classified into twelve categories: learning/content management systems; communication; live and virtual worlds; social networking and bookmarking; blogs and wikis; presentation; resource

sharing; Website creation; Web exercise creation; Web search engines; dictionaries and concordances and utilities.

A great number of alternative e-platforms can be suggested:

1. RealTime Board (RealtimeBoard is a regular office whiteboard enhanced for a better online experience)

2. Google Keep (Google Keep has several features including color coding notes, inserting images, creating lists, geo-fencing, shareable notes and etc)

3. Deekit (An unlimited canvas for you and your team to draw, write, edit and work with other content)

4. Padlet (Padlet is the simplest web application. A blank page where you can put anything you want and work with it)

5. Stormboard (Online Brainstorming and Collaboration. Brainstorm, organize, prioritize and act on the best ideas, in the same room or around the world)

6. Twiddla (Mark up websites, graphics, and photos, or start brainstorming on a blank canvas)

7. Limnu (Whiteboards for your team. Draw together. Sketch, share, collaborate, and brainstorm with your remote team)

From this long list we would like to show the benefits of Realtime board. Interactive e- whiteboards have become popular these days, and it appears that their use will continue to grow exponentially.

We were able to acquaint and even to use this program at the lesson. And so, what have we learned about this program:

Realtime Board is a regular office whiteboard enhanced for a better online experience.

Each board is endless, so you can add hundreds of files and objects without losing productivity.

It is all about being able to see the big picture!

It is available in your browser, and everything is stored online.

In addition, you can invite of friends and colleagues to work together [4].

What function does this board have? What makes it easy to use on remote lessons?

RealTimeBoard gives you a chance easily to visualize information using as a template image from the Internet or from your own collection.

RealTimeBoard is great for collaboration. System comments and mini-chat allows you to keep notes about each element. Therefore, it is very convenient to discuss the advertising modules, interfaces, posters with the team, customers and partners.

The program may conduct online conferences. The number of participants has no limit.

The results can be saved as an image or PDF file. There is also the function of preserving the board in the form of presentation.

Anything that can be done on your computer monitor, can be replicated on the interactive white board of your college or friend. A teacher can create engaging lessons that focus on one task such as a matching activity where students use either their arrows or pen to match items.

All that makes it possible to work online. This is a very convenient and affordable program for students and teachers.

The use of technology will help us to create a culture of working together. In the process of having team member's work together it is important to us e the technology available that allows them to collaborate in and out of the classroom. For this purpose, RealTime Board is also can be used as a platform to enhance collaborative learning environment.

Conclusion

To sum up, the global of the information technologies, a lot online platforms and tools are progressively available for use on educational and non-education purposes. Due to the affluence and sophisticated features of the e-platforms, however, it is often difficult to select the right one for distinct purposes. In view of the necessity for computer assisted language learning educators should be competent to find, choose, use and apprise educational e-devices for the future development and actualization in classrooms. According to all this, I would recommend to carefully study the functions and features of using online platforms for developing students' language skills, such as, writing, reading, listening, speaking and creative. Therefore there is one urgent problem of training teachers who can ensure media and information literacy amid students as well.

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ИСПОЛЬЗОВАНИЕ ИНТЕРАКТИВНЫХ ИНТЕРНЕТ ПЛАТФОРМ В ДИСТАНЦИОННОМ ОБУЧЕНИИ

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Аннотация

Отмечается необходимость применения мультимедийных средств для развития компьютерных и творческих навыков на уроках иностранного языка. Из большого разнообразия веб-приложений, мы предлагаем интерактивную доску под названием "Realtime board", которая предполагает работу в режиме реального времени и служить как ценный обучающий инструмент в дистанционном обучении. Для учащихся – это отличная возможность овладеть навыками в интерактивном обучении и также получить море позитива от самого учебного процесса. Дистанционное обучение является формой образования, в котором основные элементы включают в себя - территориальной отдаленности преподавателей и учащихся в процессе обучения, а также использование различных технологий для повышения эффективности совместной работы. В заключении, авторы статьи акцентируют внимание на то, что популярность данных веб-приложений обоснует необходимость дальнейшего использования для раскрытия всех потенциалов данных образовательных платформ в различных контекстах.

Ключевые слова: дистанционное обучение, интернет платформы, глобализация английского языка, взаимодействие, профессиональная подготовка, интерактивные доски.

OVERCOMING CROSS-CULTURAL BARRIERS IN PROFESSIONAL COMMUNICATION

OVERCOMING CROSS-CULTURAL BARRIERS IN PROFESSIONAL COMMUNICATION

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Abstract
Intercultural communication is a process of sharing information across different cultures and social groups. It refers to the study of the interaction between people from different cultures. Cross-cultural communication specifically refers to the comparison of how people from different cultures communicate. Mutual understanding begins with those responsible for the project and reaches those delivering the service or content. The ability to communicate, negotiate and effectively work with people from other cultures is vital to international business. Cross cultural business communication is very helpful in building cultural intelligence through coaching and training in cross-cultural communication, negotiation, conflict resolution, customer relationship management, business and organizational communication. The problems and barriers in intercultural communication may occur in the process of message transmission. Effective communication depends on the informal understandings among the parties involved. As a rule they are based on the trust developed between them. When trust exists, cultural differences may be less important, and problems can be resolved smoothly. Some cultures have a greater propensity to be trusting than others. Successful management of cross-cultural communication presumes development of cultural sensitivity, creative use of words, pictures, and gestures, avoiding slang, idioms, regional or local sayings, improving listening and observation skills.
Keywords: Intercultural communication, Cross-cultural business communication, overcoming barriers, cultural differences, trust, listening and observation skills.

Culture determines how individuals encode messages, what medium they choose for transmitting them, and the way messages are interpreted[1, p.4].

The well-known Italian professor, coach and practitioner Daniele Trevisani pointed out that Cross-cultural communication is a "static differential image" depicting differences in communication patterns across different cultures, while Intercultural Communication focuses on "dynamic interactional patterns", what happens when people from at least two different cultures meet and interact, and what kind of relational results are generated from this interaction [3.]

Intercultural communication encompasses cross-cultural communication, international communication, development communication.

Languages, as well as social attributes, thought patterns matter a lot. Intercultural communication is a subject of thorough studies in social sciences and constitutes the base for international businesses. Research is a major part of the development of intercultural communication skills [6, p.41].

Richard D. Lewis, in his popular global guide for intercultural communication, as well as in his intensive longtime consulting practices relies on his first hand field studies in great number of different countries as well as on over 60 000 individual tests continuously undertaken for last 28 years among active communicators. Being a British foremost linguist, cross-cultural communication consultant, and author, he provides cross-cultural communication training, as well as language training for international executives. He also founded the Berlitz schools in East Asia, Portugal, Norway and Finland and spent 5 years in Japan, where he was personal tutor to Empress Michiko and five other members of the Japanese Imperial family. In addition to his career running language schools, Mr. Lewis is also well known for his work on cross-cultural understanding. One of his books, "When Cultures Collide", has sold over 1 million copies and won the prestigious awards.

Teaching Cross-cultural business communication according to Mr. Lewis starts with building cultural intelligence through coaching and training. His model places countries in relation to three categories of cultural characteristics. *Linear-actives* — those who plan, schedule, organize, pursue action chains, do one thing at a time. Germans and Swiss are in this group. *Multi-actives* — those lively, loquacious peoples who do many things at once, planning their priorities not according to a time schedule, but according to the relative thrill or importance that each appointment brings with it. Italians, Latin Americans and Arabs are members of this group. *Reactives* — those cultures that prioritize courtesy and respect, listening quietly and calmly to their interlocutors and reacting carefully to the other side's proposals. Chinese, Japanese and Finns are in this group.

He thinks that national norms do not change significantly over time: deeply rooted attitudes and beliefs will resist a sudden transformation of values when pressured by reformists, governments or multinational conglomerates. By focusing on the cultural roots of national behavior, both in society and business, we can foresee and calculate with a surprising degree of accuracy how others will react to our plans for them, and we can make certain assumptions as to how they will approach us. "Gaining the allegiance of people who do not share the same values, customs, habits, aspirations, preferences, rules and laws will, naturally, be even more difficult. Yet the mergers and acquisitions, the joint ventures and the globalization of business in the twenty first century are ushering in an era of kaleidoscopic international contact between corporate staff, managers and workers on a hitherto unimaginable scale. The necessity of directing and managing other nationals will oblige head offices to familiarize themselves with motivation factors around the globe," notes R. Lewis [4, p. 141]. The Lewis Model, born in an era of rampant globalisation of business, is particularly appropriate for assessing an individual's likely performance in a commercial role. The design of the questionnaire is based on business situations. The nomenclature of the typologies is succinct: Linear-active, Multi-active, Reactive.

As soon as communication is a two-way process, involving not only the communicative skill of the speaker but, just as important, the listening habits of the interlocutor or audience. Just as different cultures do not use speech the same way,

neither do they listen the same way. There are good listeners (Germans, Swedes, Finns) and there are bad ones (French, Spaniards). Others, such as the Americans, listen carefully or indifferently, depending on the nature of the conversation or address.

R. Lewis wrote about his active consulting role in bringing down intercultural management communication barriers working for German and American automotive companies Dimler and Chrysler after their merger in 1998-2007. The cultural clashes took place in the first few months of joint operations. Differing behavioural habits and attitudes irritated both sides. It took years to achieve any measure of integration of two different ways of working. Neither side had been given time or training to study the other's mindset. Germans learnt to be less formal and to cut down on paper work; the Americans, for their part, learnt more discipline in their meetings and decision-making. German and American commonalities such as work ethic, bluntness, lack of tact, a linear approach to tasks and time, punctuality, following agendas, results-orientation and emphasis on competitive prices. Americans found that Germans shook hands too much, were often too intense and followed rigid manuals and rule books which deflated American spontaneity. German meetings were boring, American meetings were exciting; the German drive towards conformity clashed with American invention, innovation and opportunism. Germans adhered to old traditions and well-tried procedures. Americans got annoyed by the German habit of offering constructive criticism. Half the time Germans and Americans just talked past each other. Nobody was quite sure how the combined companies should be run. Cultural differences led to divisions of opinion and methods at all levels.

The German solution was to import a crack German executive Dieter Zetsche – to apply German management principles to the problem. He set a target of 30 hours per production of a vehicle in 2007; he slashed spending from $42 billion to $28 billion; he brought new models forward 6 months faster; he shut 6 factories and cut 45,000 jobs – one third of the total. Under Zetsche's efficient control, Chrysler became in 2006 perhaps the healthiest car company in Detroit. These facts and observations were made public online in a dedicated case study: "Cross-cultural issues relating to the DaimlerChrysler merger" [5].

Intercultural communication can be considered competent when it accomplishes the objectives in a manner that is appropriate to the context and relationship. Intercultural communication thus needs to bridge appropriateness and effectiveness in a way that is also related to the context in which the situation occurs. It should can be linked with identity of the communicator.

The capacity to avoid ethnocentrism is the foundation of intercultural communication competence. Ethnocentrism is the inclination to view one's own group as natural and correct, and all others as aberrant.

There is no easy solution and there is not only one way to remove communication barriers. A communicator's competence can be defined differently for different cultures. For example, eye contact shows competence in western cultures, whereas Asian cultures find too much eye contact disrespectful.

It takes great effort to renew vast information on the interlocutor's culture. This is important to be able to interpret meanings and understand culture-general and culture-specific knowledge. How to improve intercultural competence? Let us adopt a valid definition of communication competence first. Dr. Brian H. Spitzberg is a professor in the School of Communication at San Diego State University wrote "Communication competence is defined as social behavior that is perceived as relatively appropriate and effective for a given context."

Employing this definition as a starting point, he then moves to a detailed survey of a number of intercultural communication competency and relational models:

(1) compositional,

(2) co-orientational,

(3) developmental,

(4) adaptational,

(5) causal,

(6) relational.

Once he has explicated these models, the author offers seven axioms that serve to explain nearly all of the basic components of intercultural competency. While these axioms are somewhat definitional, when viewed as a whole these proposed truisms serve to clarify what Spitzberg calls a basic model: a model that helps describe the workings of competency. Spitzberg also suggests these truisms can be used for "future theory development" [2. p. 424].

Myron Lustig and Jolene Koester recommend the following ways to improve interpersonal communication competence:

Display of interest: showing respect and positive regard for the other person.

Orientation to knowledge: terms people use to explain themselves and their perception of the world.

Empathy: feeling and behaving in ways that shows you understand the world as others do.

Interaction management: a skill in which you regulate conversations.

Task role behaviour: initiate ideas that encourage problem solving activities.

Relational role behaviour: interpersonal harmony and mediation.

Tolerance for ambiguity: the ability to react to new situations with little discomfort.

Interaction posture: Responding to others in descriptive, non-judgmental ways [6, p.72]

There are a number of important factors that are valuable for intercultural competence: proficiency in the host culture language; understanding how to use politeness strategies in making requests and how to avoid giving out too much information; being sensitive and aware to nonverbal communication patterns in other cultures; being aware of gestures that may be offensive or mean something different in a host culture rather than your own home culture; understanding a culture's proximity in physical space. Competent communicators must be flexible, tolerating high levels of uncertainty, open minded, sensitive and adaptable. They are

supposed to be instrumental in anticipating, forecasting, preventing and managing all kinds of problems that are endemic for intercultural communication.

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ПРЕОДОЛЕНИЕ КРОСС-КУЛЬТУРНЫХ БАРЬЕРОВ В ПРОФЕССИОНАЛЬНОЙ КОММУНИКАЦИИ

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Аннотация
Межкультурная коммуникация представляет собой процесс обмена информацией между различными культурами и социальными группами. Это относится к изучению взаимодействия между людьми разных культур. Кросс-культурная коммуникация относится конкретно к сравнениям того, как люди из разных культур общаются. Взаимопонимание начинается с тех сотрудников, которые отвечают за управление проектом и достигает тех, из них, которые непосредственно предоставления услуги или контент. Умение общаться, вести переговоры и эффективно работать с людьми из других культур имеет жизненно важное значение для международного бизнеса. Межкультурное деловое общение очень полезно для формирования культурного интеллекта путем обучения и подготовки кадров областях кросс-культурной коммуникации, ведения переговоров, разрешения конфликтов, управление взаимоотношениями с клиентами, деловой и организационной коммуникации. Проблемы и препятствия в межкультурной коммуникации могут возникнуть в процессе передачи сообщений. Эффективная коммуникация зависит от неформальных договоренностей между сторонами. Как правило, они основаны на доверии, разработанной между ними. Когда существует доверие, культурные различия могут быть менее важны, и проблемы могут быть решены успешно. Некоторые культуры имеют большую склонность к установлению доверительных

отношений, чем другие. Успешное управление межкультурной коммуникации предполагает развитие культурной чуткости, креативное использование слов, изображений и жестов, избегая слэнга, идиомов, региональных или местных поговорок, улучшение навыков слушания и наблюдения.

Ключевые слова: Межкультурная коммуникация, кросс-культурное деловое общение, преодоление барьеров, культурные отличия, доверие, навыки слушания и наблюдения.

CROSS-CULTURAL BARRIERS TO COMMUNICATION IN ENGLISH

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Abstract

The present paper emphasizes the importance of research into semantics of idiomatic expressions the broader knowledge of which is sure to enable participants of intercultural communication to successfully converse. The main goal of the paper is to share with the reader the results of the linguistic research conducted in the field of cognitive semantics. The paper is also aimed at raising teachers' and learners' awareness of the importance of going beyond the language scope. After looking at the background information reflecting the language as a tool of communication used for different purposes and the potential problems causing misunderstandings in the process of cross-cultural communication, the author concludes the text by giving a number of important tips for teachers and students of English how best to overcome communication language barriers.

Key words: barriers to communication, concepts, context, cross-cultural communication, idiomatic expressions, lingua mentalis, proposition

Introduction

In our contemporary epoch of globalisation, a good knowledge of English can hardly be overestimated for the latter considerably enhances young people's career prospects. The primary task of every teacher of English as a foreign language is to help students to get a good command of the English language not only in terms of its lexics and grammar but also cultural awareness. Straight teaching seems to be of little value as professional roles and responsibilities refer to opportunities within far wider profession scope (in, for example, attending conferences, joining professional organisations, applying for a job, writing CVs, socialising with foreign counterparts, etc.).

To meet diverse communication needs in a globalised economy, many people have highly specific academic and professional reasons for seeking to improve their proficiency in a foreign language. These adult learners are particularly interested in courses that fall under the category of Languages for Specific Purposes (LSP). LSP programmes focus on developing students' communicative competence in a specific academic or practical field, such as law, natural science, technology, engineering, business, tourism, and so forth. Yet we should bear in our minds that learning English for science, engineering, etc., is just a matter of adding scientific terminology to basic, day to day conversational phrases.

It is our firm belief that learners of English, regardless of the subject they specialize in (be it science, engineering, history or politics) must be able to understand basic, general English in the first place to be able to get their messages across. Therefore, we attach greater significance to grasping the language essentials long before getting engaged in conversing with foreign colleagues in professionally-

orientated contexts. The teaching of English holds out innumerable attractions and possibilities. In the first instance, it enables one to acquire a close, almost first-hand knowledge of the country whose language one studies. With the literary text used as a basis for discussion the teacher can branch out into several related fields, such as history, geography, engineering, sociology, politics. To teach young people to understand a foreign country, its customs, social order, institutions and view of the world should be one of the primary, as well as one of the most pleasurable aims of a teacher of a foreign language.

Theoretical and practical aspects of teaching English for professional purposes to university students in the framework of life long learning comprise providing conceptual and theoretical basis (finite and non-finite forms of verbs, noun declensions, morphological and phonological systems, cases, subject-predicate agreement, semantic relations between lexical items such as polysemy, homonymy, synonymy, implicit vs explicit ways of expressing ideas, etc.) and the demonstration of practical application of the latter in language training. Nowadays a much wider range of modern technologies makes the learning process a lot easier. The most common digital teaching aids (such as the interactive whiteboards, PowerPoint, the learning platform Moodle, the internet, social media, mobile devices) are sure to widen learners' horizons upon their entering the Global community.

Semantic distortion as a most common communication barrier

Cross-cultural communication (or *inter-cultural communication)* by definition, is a form of communication that aims to share information across different cultures. It is especially prone to errors causing misunderstandings due to a number of cross-cultural barriers to communication. It's easy for one statement to mean one thing to one person and something different to someone else. According to Prof. Ricky Griffin's classification [Texas A & M University], there are four categories of the most common communication barriers: 1) Organizational barriers, 2) individual barriers, 3) Semantic barrier and 4) Other barriers [3].

Since our research focuses on the linguistic aspects of communication, we're solely interested in the semantic or language barrier which presents difficult challenge when people from different cultures communicate with each other. A common barrier to effective communication is semantic distortion. Semantic problem arises when words and symbols have different meanings for different people that lead to a misunderstanding caused by the ambiguity of such statements. A very vivid example of ambiguity is idiomatic expressions, or idioms - phrases or sentences that shouldn't be understood literally. Such phrases are extremely ambiguous (open to more than one interpretation) and therefore taken out of context can be very confusing and thus leading to cases of misunderstanding**.** They are in common use and unlike proverbs, convey their sense implicitly. For example, "Have you heard the sad news? Roger *has pushed up the daisies (=*'he's died'). Alfred *spilled the beans* all over the town (='was divulging secrets to all who would listen').

Quite the same ideas are rendered differently in two varieties of English – in British and American English. A good number of idiomatic expressions are

understood by both the British and Americans alike even though they're lexically different. For example, a response to an unnecessary question for which the obvious answer is "Yes" would be "Is the Pope a Catholic?' in British English and 'Does a one-legged duck swim in circles?" in American English. To render the idea of someone's doing something instantly, without hesitation, Americans are likely to say *at a drop of a dime* whereas Britons would say *at a drop of a hat*. The expression *a dime a dozen* used by Americans would equate the British *ten to a penny* or *a run of the mill*. There's unlikely to be any gross misunderstanding due to those lexical differences.

However, there exist idioms in each variety of English that may not be understood by representatives of different cultures at all. Once talking to an American colleague of mine from the University of North Dakota I used the British idiom *It's all swings and roundabouts* which puzzled him as he couldn't understand it just because there are no roundabouts in America. Even though he was well-educated, his American English scope of vocabulary items wouldn't let him comprehend the British saying.

The notion of context

People from different cultural backgrounds interact with one another by using the common language and due to the overlap of their conceptual structures. As the conducted research shows, idioms denote similar but not identical notions. And those lexical differences that can be spotted on the syntactic level are determined by different concepts associated with our different cultures and people's mentality. Our semantic analysis of the deep structure of sentences containing English idioms is based on the key concepts of Fauconnier's *mental spaces* theory [1] and Wierzbicka's *lingua mentalis* research approach [5-7]. Since most words in English are polysemantic, their meanings are contextually bound. A good number of idiomatic expressions do not have equivalents due to their idiosyncratic nature. This is where the issue of inter-cultural communication emerges. In this regard it might be quite appropriate to use the term "high and low context cultures". Actually the idea of context in culture was an idea put forth by an anthropologist by the name of Edward T Hall. Hall breaks up culture into two main groups: *high and low context cultures.* Context is said to be the most important cultural dimension. Hall refers to context as the stimuli, environment or ambiance surrounding the environment. According to Hall, low context cultures assume that the individuals know very little about what they're being told, and therefore must be given a lot of background information; high context cultures assume the individual is knowledgeable about the subject and has to be given very little background information [4, p. 105].

Semantics of English Sentences

The semantic analysis of English sentences has gone through the stages of viewing it from standpoint of traditional semantics (the meaning of a sentence is the situation it represents, and the situation can be described in terms of the possible world that it would be true of) to Fillmore's Frame semantics [2] (which attempts to explain meaning in terms of their relation to general understanding, with proposition or deep structure being the core element of the semantic structure of

any sentence), and finally Gilles Fauconnier's theory according to which, the meaning of a sentence can be derived from "mental spaces" (*idealized cognitive models*) which are of two kinds – *base space* (reality space, the interlocutors' shared knowledge of the real world) and *built space* (an embedded sentence requiring hearers to establish scenarios beyond the present point of time) [1].

Mental spaces are cognitive structures entirely in the minds of interlocutors. Cognitive semantic theories are typically built on the argument that lexical meaning is conceptual i.e., meaning corresponds with a concept held in the mind based on personal understanding and there are configurations of cultural concepts characteristic of this particular country or culture [6]. We share A. Wierzbicka's theory according to which the semantic system otherwise known as *lingua mentalis* is universal for all natural languages. While speaking in a language we're ''translating' our ideas from *lingua mentalis* using the elements of the semantic system incorporated in our mind. Whatever natural language we speak, basic conceptual structures are shared by all speakers. Those universal conceptual structures are closely related to the semantic structure of the language, the latter in its turn is related to syntactic structures, universal syntactic patterns for us to follow when we want to build sentences so as to express our ideas. Idioms serve as an image or mental picture expressed by sentences regardless of the language which are exactly the same in lingua mentalis. For example, while conversing, the English as well as Poles and Russians tend to knock on a piece of wood that way mentally trying to avoid bad luck and be blessed with good luck. In our three languages there exist expressions denoting this superstition – Touch wood /BrE/. Knock on wood /AmE/. Odpukać /Pol/. Постучи по дереву!=Чтоб не сглазить /Rus/.

Conclusion

To conclude, in order to be able to overcome cross-cultural barriers effectively, to avoid errors causing misunderstandings, teachers and learners of English must be well aware of a number of important things. First, communication is culturally and contextually conditioned and a lot more is communicated than what is explicitly stated. Second, there exists a wide range of semantic associations of words in both source and target language, so we shouldn't assume that any word in one language means exactly the same as a word in another language. Third, there's a bigger danger of misinterpreting your interlocutor's message as well as failing to get your own message across if you don't switch to the right social register (regional varieties of English).

Fourth, lexical collocations (and idioms in particular) depend on the author's mental scenarios which he expects his audience to share; they enable the audience to identify which scenarios are open, and this enables them to link the vocabulary to semantically interrelated concepts in their own mental scenarios. And finally, taking idioms literally leads to the wrong interpretation of the speaker's intended message causing communication breakdown.

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БАРЬЕРЫ МЕЖКУЛЬТУРНОЙ КОММУНИКАЦИИ НА АНГЛИЙСКОМ ЯЗЫКЕ

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Аннотация
В статье акцентируется важность проведения исследований семантики идиоматичных выражений, обширное знание которых способствует более успешной коммуникации на английском языке между представителями разных культур. Автор знакомит читателей с конкретными результатами лингвистического исследования, проведенного с позиций когнитивной семантики. В тексте также преследуется цель повышения осведомленности как преподавателей английского языка, так и учащихся, о необходимости выхода за рамки языка. Язык как основное средство общения используется для разнообразных целей в процессе межкультурной коммуникации, которая неизбежно сталкивается с проблемами, препятствующими адекватному пониманию сообщений в межкультурной среде. Рекомендации автора статьи для специалистов в области английского языка нацелены на помощь в преодолении культурно-языковых барьеров.

Ключевые слова: барьеры коммуникации, концепты, контекст, межкультурная коммуникация, идиоматичные выражения, lingua mentalis, пропозиция.

УДК 372.881.111.1
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TEACHING FOREIGN STUDENTS PROFESSIONAL DISCIPLINES IN RUSSIAN HIGHER EDUCATIONAL INSTITUTIONS: A CASE STUDY

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Abstract

The problem of teaching foreign students professional courses in Russian higher educational institutions is considered. Attention is paid to science subjects taught in English and the role of English in the teaching process as well as its functions. International classrooms and language problems of students studying in them are discussed. Multilingual code switching in the academic discourse as a way to solve students' language problems and foster their better understanding of the disciplines taught is considered. The analysis of the particular case related to the academic discourse with the participation of the Arab students doing a Master's course in Civil Engineering at Tambov State Technical University (Russia) is given with the focus on switching between English, Arabic and Russian. Reasons for this type of code switching are explained. The relationship between English, Arabic and Russian is established.

Keywords: academic discourse, international classroom, language problems, miltilingual code switching, professional disciplines.

Introduction

The process of teaching professional disciplines in higher educational institutions of Russia must meet certain requirements, the most important of which is the development of particular professional skills and competences. In case foreign students are involved in the process, attention must be paid not only to this but also to the solution of problems which foreign students face studying in Russia. These are language problems, social adaptation problems etc. Let us consider the former ones.

Language is essential for the development of the proper environment in the classroom. An international classroom is a place where students from different linguistic backgrounds can meet, communicate in two (or more) different languages and try to make sense of what they understand and know, and what they are doing. Students are constantly engaged in instructional conversation among themselves and with their teachers using the language of instruction (in most cases it is English), though the conversation may take place in languages other than the language of instruction.

The role of the language of instruction particularly in professional disciplines classes is significant as the language is used as a medium in the process of learning and teaching these disciplines. In international classrooms English plays the role of a mediator, performing the following functions:

1) a language used for presenting the basic material included into professional courses;

2) a language of communication;
3) a language of instruction.

However, foreign students may have problems with learning professional courses, e.g. engineering science, in English as it is not their mother tongue. Furthermore, if students speak some language that fundamentally differs from their native one, difficulties increase.

One of the ways to solve this problem is code switching. The term 'code switching' is interpreted in Linguistics as the alternating or mixed use of two or more languages especially within the same discourse [2]. According to the number of used languages code switching can be bilingual and multilingual.

Some research has been done on this problem and it was concluded that the use of students' native language in the process of teaching could aid learning of science and other professional subjects [1]. It is claimed that the teacher's code switching between English and students' mother tongue can foster students' understanding of the scientific subjects and encourage their participation in class. The research indicated that the teachers viewed code switching as helping students to understand terminology and concepts as well as instructions pertaining to classroom activities. Moreover, the alternate use of languages not only compensates for a speaker's inability to express oneself in a language but is also useful for expressing solidarity with a particular social group and conveying a speaker's attitude [1].

But a teacher can switch between English and students' native language only having the knowledge of both of them. In case it is not so and a teacher can use only English, the problem becomes more complicated. An example of this may be an international class consisting of Arab students, studying engineering science in Russia. So this situation implies the use of three languages English, Arabic and Russian.

The present study

The purpose of the present study is to analyze a particular case related to the process of teaching Arab students in one of Russian higher educational institutions, find out the relationship between English, Arabic and Russian in the academic discourse identifying the frequency of code switching used by the participants and main reasons for switching to Arabic and Russian at classes taught in English.

Participants

The participants of the research are three Iraqi students doing a Master's course in Civil Engineering at Tambov State Technical University, Russia. One of them, a young man whose name is Salah, is fluent in English and Arabic and can speak Russian a bit. Another man Ali is fluent in English and Arabic and knows only some Russian words, mainly colloquial ones. One more student is a young woman Raha, who is fluent in Arabic and knows English at an elementary level. She does not speak Russian at all.

Research environment

The three Iraqi students were enrolled at TSTU to do a Master's program in Civil Engineering in English in September 2016. They are taught by Russian science teachers who are either bilingual (proficient in English and Russian) or monolingual

(they speak only Russian) and give lectures with the help of translators who are bilingual (proficient in English and Russian).

The study was based on the analysis of classes given by monolingual Russian teachers when three languages Arabic, English and Russian were used at such classes.

Research methods and materials

The data collection process was based on the recording of the students' speech at classes as well as their teacher's and translator's speech. The recording sessions took place at 10 classes of the course 'Durability and reliability of buildings and structures' during the autumn term (October – January 2016/2017). The researcher participated in all the classes as a translator. The received data were used as the research material.

Quantitative and qualitative analysis methods were used in the study.

Results and discussion

The analysis of 10 fragments of the academic discourse led to the following results (Fig.1)

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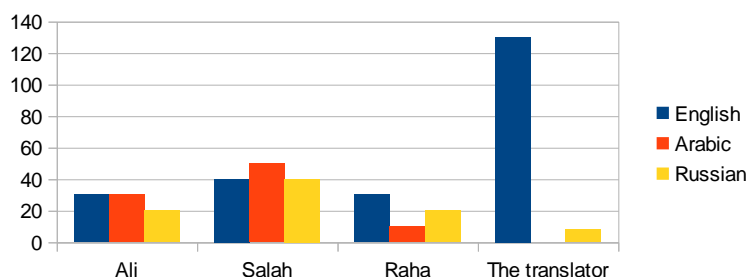
Fig. 1. The frequency of CS used by the participants of the academic discourse

As it can be seen Ali switches to English and Russian the same number of times as Raha does. Salah switches to the three languages practically equally with a slight preference of Arabic but this fact can be interpreted in the way that Salah often explains the material to Raha, who is not good at English, in Arabic. The translator uses mainly English with a few exceptions when she translates the students' quesions from English into Russian for the lecturer and vice versa.

Considering the differences between English, Arabic and Russian, it must be noted that it is quite difficult for the students to speak English and what is more Russian. However, Salah tries to switch to the codes in accordance with a certain situation.

In general, the academic discourse analyzed in the paper can be divided into four parts:
1) introductory;
2) basic;
3) intermediate;
4) final.

The introductory part presents greeting phrases. The participants of the discourse switch to different codes (languages) depending on their interlocutors. In

case of greeting their lecturer they use Russian because the lecturer speaks only Russian. If they address the translator, they switch to English as a basic language of the given academic discourse. Arabic is used when they greet each other as it is their native language and they wish to be identified as representatives of the Arabic community. It does not make sense to switch to English in this case. So in the introductory part the students switch codes three times using English, Russian and Arabic.

In the basic part the students and the translator use mainly English but whenever it is necessary to explain some terms to each other, the students switch to Arabic. In case something is not understood, they use English to ask questions. These questions are translated into Russian for the lecturer who gives explanations in Russian, and then the translator switches from Russian to English to convey this information to the students. One of the participants of the study Salah sometimes switches to Russian to show his understanding, on the one hand, and give a sign of respect to the lecturer whom he would like to be identical with, on the other hand. So it must be noted that in this part the students change three languages several times depending on the situation and different moments of the academic discourse. On the part of the translator code switching between Russian and English takes place a number of times.

The intermediate part includes the communication of the students during the break. It is clear that they use Arabic as they do not need any other languages here. The lecturer and the translator do not interfere into this process. In fact, they are excluded from it since they do not understand Arabic. Being aware of this the students separate themselves from the educational environment at this very moment forming their own group.

The final part of the academic discourse includes concluding statements of the lecture and phrases of saying good-bye. It is marked by code switching between two languages English and Russian. No Arabic is used as the students say good-bye to the lecturer and the translator but not to each other.

Therefore, the Arab students, facing problems with understanding the professional course material in English, switched to Arabic and explained each other scientific terms and concepts. Russian was used mainly in phrases of greeting and saying good-bye.

Conclusion

It is evident that the relationship between English as a language used for presenting the professional course material, Arabic and Russian in the academic discourse is affected by the following factors: 1) a predominant role of English; 2) a need to solve problems related to misunderstanding of scientific terms and concepts; 3) the national language of the host country (Russian).

The second factor resulted in the use of Arabic on the part of the foreign students in order to help each other to grasp the material. At the same time it excluded the translator and the science teacher from this process due to their lack of Arabic.

The third factor led to the use of Russian by the Arab students as a way to be associated with the host country and Russian teachers.

This relationship is shown in Fig.2.
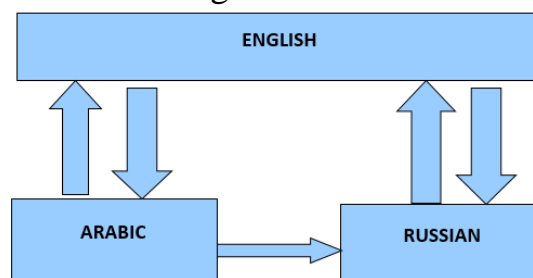
Fig. 2. The relationship between English, Arabic and Russian in the academic discourse

Therefore, in the process of teaching foreign students professional disciplines multilingual code switching is essential. English plays a profound role being the central unit of the academic discourse. At the same time it is closely related to the languages involved in the process to facilitate contacts between teachers and foreign students and assist the latter to succeed in learning the professional course material.

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ОБУЧЕНИЕ СТУДЕНТОВ ИЗ АРАБСКИХ СТРАН ПО НАПРАВЛЕНИЮ ГРАЖДАНСКОЕ СТРОИТЕЛЬСТВО В РОССИИ: ПЕРЕКЛЮЧЕНИЕ КОДОВ В ПОЛИЛИНГВАЛЬНОЙ СРЕДЕ

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Аннотация: Рассмотрена проблема обучения иностранных студентов профессиональным дисциплинам в российских вузах. Внимание акцентировано на строительных науках, преподаваемых на английском языке, а также роли и функциях английского языка в группах, состоящих из иностранных студентов, и языковых проблемах, возникающих у них. Проанализировано переключение кодов в полилингвальной среде академического дискурса как способ решения языковых проблем студентов и способствования лучшему пониманию преподаваемых дисциплин. Представлен анализ фрагмента академического дискурса с участием арабских студентов, обучающихся в Тамбовском государственном техническом университете (Россия) по программе магистратуры «Гражданское строительство», с детальным рассмотрением переключения кодов (русский, английский и арабский), объяснением причин этого и установлением связи между языками.
Ключевые слова: академический дискурс, иностранные студенты, переключение кодов, полилингвальная среда, профессиональные дисциплины, языковые проблемы.

EXTENSIVE READING AS A MEANS TO ENHANCE LANGUAGE AND CULTURAL COMPENENCE OF UNIVERSITY STUDENTS

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Abstract
In the process of foreign language teaching we are faced with the problem of selecting authentic materials to help our students appreciate the differences and similarities in world perception inherited by the representatives of different national language communities. Among various ELT resources successfully used in the process of second language acquisition we have chosen modern fiction as a means to develop language and culture competence through the employment of contemporary novels as material for extensive reading in class.
Key words: authentic materials, modern fiction, extensive reading.

1. Introduction

As teaching practice shows the mastery of language units and grammar constructions does not guarantee students' success in the process of intercultural communication. Beyond amounts of words and expressions there lies a subtle sphere of culturally determined knowledge which is hardly subjected to self-reflection and public articulation by native speakers. Thus, it is of vital importance for a university teacher to boost a student's abilities to absorb this cultural information by providing easy access to authentic language materials. Among various ELT resources successfully used in the process of second language acquisition, we have chosen novels by contemporary English-speaking writers as a means to study both national peculiarities of mentality and the foreign language at its present state.

2. Extensive reading and the competence paradigm

From the traditional point of view authentic texts may serve as invaluable means for developing intensive and extensive reading skills. Whereas intensive reading, which means reading in detail with specific learning aims and tasks, is widely used in classroom for both introducing new language material and assessing its mastery, extensive reading, which involves learners reading texts mostly for enjoyment, is often overlooked, especially as a classroom activity. The reasons for such an attitude may be teachers feeling uncomfortable about incorporating regular reading of books into the syllabus as this means the necessity of creating special tasks encouraging students' autonomous reading with later dedicating some class time to checking the tasks (at least in the form of a follow-up discussion).

If in secondary schools the pragmatic benefits of dealing with extensive reading might require some discussions, the role of this type of activity for higher educational institutions can hardly be overestimated.

In accordance with the Federal State Educational Standards, the present system of high education has experienced a shift from the knowledge-based to the competence-based paradigm. As a result, a graduate's level of professional

development is no longer measured by their theoretical knowledge. On the contrary, it is tested through their capabilities to fulfill numerous pragmatic tasks including general cultural, general professional and specifically professional ones. Within such an approach a student's ability to autonomous work and critical thinking is highly evaluated.

Extensive reading becomes an effective way to develop learner autonomy. Reading is, by its very nature, a private, individual activity, which can be done at any place and time. As extensive reading is aimed at pleasure, readers can start and stop at will, and read at the speed they are comfortable with [3]. The ability to visualize and interpret the ideas they read about is facilitated by the possibility to refer to other forms of media (film or TV versions, Russian translations, fanfiction and so on) if some ideas appear strange or disturbing to them. This leads to the development of critical mind, a highly appreciated trait of a modern graduate.

Along with general personality development, extensive reading becomes an available form of comprehensible language input, especially in places where there is hardly any contact with the target language. It allows choosing books outside the narrow professional field of a textbook giving graded language and limited vocabulary range. On the contrary, students are encouraged to choose books depending on their interests, which highly motivated them, thus contributing to the increase in the amount of time spent on this activity. Extensive reading offers repeated encounters with language already known and new vocabulary items which they are asked to deduce from the context (not bothering to look up every word). Thus, through massive and repeated exposure of the language in a context extensive reading helps to consolidate, extend and sustain vocabulary growth. At the same time, its benefits are not limited to reading skills and vocabulary growth. Many methodologist note the effect from reading competence to other language skills, mainly writing and speaking [3, 4].

Besides language competence, extensive reading helps to develop general, world knowledge. Having a rather limited life experience, many students both cognitively and affectively demonstrate quite egocentric knowledge of the world. Extensive reading serves a tool to open windows on the world. We would like to demonstrate the potential applications of a literary text for cultural development on the example of the novel *The Guernsey Literary and Potato-Peel Pie Society* (2008) by Mary Ann Shaffer and Annie Barrows. Set in London in 1946 and partially devoted to the wartime occupation of the Channel Islands this epistolary novel can serve the background for a number of interdisciplinary projects.

The study of the novel allows us to single out a series of episodes presenting culturally marked information, the adequate perception of which requires additional cultural knowledge from a student. Thus, we have worked out several ways to develop students' intellectual pursuits and widen their cultural baggage using the original text of the novel:

1. Project "the Channel Islands"

The well known fact states that Great Britain is surrounded by over 1,000 smaller islands and islets. The title of the novel "The Guernsey Literary and Potato-Peel Pie Society" draws our attention to the Island of Guernsey, which is included in the

grouping known as the Channel Islands. The geographical position of the island (in the English Channel off the coast of Normandy), its political status (the Bailiwick of Guernsey) are quite an exciting page in the history of Great Britain, which may become an interesting project for study.

Using the historical information from the novel (letter from Juliet to Sidney and Piers from 12th April 1946) [9, p.132-135; 1, p. 97-99] and internet sites, students may be offered to prepare for a quiz checking their knowledge of the history of the Channel Islands. The competition in the format of such intellectual shows as "Umniki I Umnitsy", "Samy Umny" (comprising knowledge test on a particular subject) is more likely to increase student's motivation for further research than a traditional question-answer format.

2. Project "WWII"

The main theme of the novel under study is the impact of World War II on the United Kingdom (topic quite obscure for modern Russian students) and the postwar atmosphere in the country. The novel presents the description of the main characters' personal impression of two historic events: the London Blitz and the occupation of the Channel Island. The general importance of these events can hardly be compared with more dramatic military developments on the Western and Eastern fronts. However, their influence on English culture and British mentality is manifest. We believe that the comparative analysis of the book events with Russian war experiences (German occupation, siege of Leningrad, concentration camps, food rationing and so on) can contribute to deeper understanding of the fiction material. Thus, the literary text can serve the basis for profound research into the topic. We can offer the following project works:

1) **The London Blitz** (from German, "lightning") was the sustained strategic bombing of Britain by Nazi Germany between 7 September 1940 and 10 May 1941, during the Second World War. The city of London was bombed by the Luftwaffe for 76 consecutive nights and many towns and cities across the country followed. More than one million London houses were destroyed or damaged, and more than 40,000 civilians were killed, half of them in London.

The students are encouraged to read the description of London air-raids in the letters of Lady Bella Taunton (from 12th February 1946) [9, p.55-59; 1, p.38-40] and Juliet Ashton (3rd February 1946, 20th April 1946) [9, p.43-45; 1, p. 28-29] to Guernsey. Then they are to verify the details by studying the following site [8]. To visualize information they are to watch a clip The Blitz (1940-1941) from youtube.com [5] and compare it with the above mentioned documents.

2) **Child evacuation during WW2**. Evacuation of civilians in Britain during the Second World War was designed to save the population of urban or military areas in the United Kingdom from aerial bombing of cities and military targets such as docks. Civilians, particularly children, were moved to rural areas thought to be less at risk. On 1 September 1939, prior to the Battle of Britain, more than 3.5 million people were officially relocated. Other mass movements of civilians included British citizens arriving from the Channel Islands (20 June–24 June 1940 - 25,000 people), and displaced people arriving from continental Europe.

For better visualization of the topic students may be encouraged to watch a slide show of photos "Evacuation of children during the WWII" from youtube.com [2]. Then they are to comment on the reasons for sending children away and consequences of this step. The war-time educational on-line games, wartime propaganda posters [7], and the reading material from the novel (the letters of Eben 22nd April 1946 [9, p.145-149; 1, p. 107-109], Isola 24th April 1946 [9, p.149-152; 1, p. 110-111]) as well as wartime memories of evacuees from the site [8] may serve as authentic material for further discussion.

As the evacuation has spawned a whole literature of children's and young adult fiction, students may be given a task to find out books, feature and animation films involving child evacuation during WW2. (e.g.C. S. Lewis *The Lion, the Witch and the Wardrobe* (1950) and the Disney sequel to Peter Pan, *Return to Neverland* and so on).

3) **The occupation of the Channel Islands.** The islands were the only portions of the British Isles to be invaded and occupied by German forces for much of World War II, from 30 June 1940 until the liberation on 9 May 1945.

The description of the occupation, Nazi German activities on Guernsey and its liberation day in the letters of the novel (Dawsey (31st January 1946, 2nd April 1946 [1, p.24-27, p.83-86]), Eben (28th February 1946, 10th March 1946[1, p.55-58, p.65-70]), Amelia (10th April 1946 [1, p.91-94]), Isola (14th May 1946 [1, p.122-123]), Mikah Daniels (15th May 1946 [1, p.127-129]), John Booker (16th May 1946 [1, p.129-132])) can be the basis of a project aimed at restoring the chronological order of the events.

The letters and additional information from the sites [6; 8] can be used for a special project aimed at the comparative analysis of British and Russian wartime experience concerning such points as "labour camps", "concentration camps", "food rationing and hunger", "collaboration with enemies" and so on. The wartime vocabulary of the novel can also be used for special intercultural study of the WW2 influence on the Russian and English languages. Thus the search for equivalents and best way of translation of the following words and expressions can reveal touchpoints in the shared experience: *a troop train, black-out curtain, to frog-march, a war widow, curfews, patrol, prison camp, the Commandant, a wireless set, air-raid sirens, to take cover, fire warden, a Nazi on the run, incendiary bombs, slave worker, M-16, D-Day, an Allied bomber, a black marketer, a Jerry-bag, hussies, the blitz, the Luftwaffe, a Todt worker, the Huns, a Junker, goose-stepping soldiers, a Tommie, a concentration-camp survivor, Collaboration, a forager* and so on.

To make the plunge into the wartime atmosphere deeper students may be acquainted with the most recognized examples of films about the WW2. The study of wartime portrayal in movies can considerably help to uncover the peculiarities of world perception and the significance of national attitude to historical facts.

3. Conclusion

Thus, we may conclude that this article is just an attempt to reveal educational potential of using extensive reading in the sphere of ELT. The principal objective of undertaking an extensive reading approach is to get students reading in English and liking it. Because of this, reading should be a pleasurable activity for the student,

promoted as much as possible by the teacher. Authentic literary texts selected by a student become an effective means of enhancing their language and cultural competence, making a piece of fiction an effective tool in overcoming potential zones of cross-cultural misunderstanding.

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ЭКСТЕНСИВНОЕ ЧТЕНИЕ КАК СРЕДСТВО ПОВЫШЕНИЯ ЯЗЫКОВОЙ И КУЛЬТУРНОЙ КОМПЕТЕНЦИЙ СТУДЕНТОВ УНИВЕРСИТЕТА

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Аннотация
В процессе преподавания иностранного языка мы сталкиваемся с проблемой отбора аутентичного материала, позволяющего студентам получить полное представление о различиях и сходствах в процессе мировосприятия у представителей различных национальных лингвокультурных сообществ. Среди разнообразных учебных ресурсов, активно используемых в процессе обучения иностранному языку, наше внимание привлекла художественная литература, являющаяся средством развития языковой и культурной компетенции путем применения текстов современных романов в качестве материала для экстенсивного чтения на уроке.
Ключевые слова: аутентичные материалы, современная художественная литература, экстенсивное чтение.

NATIONAL MENTALITY, CROSS-CULTURAL AWARENESS AND TRANSLATION

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Abstract
Coupling of culture and communication ensures cross-cultural communication. The nations look at the world through the concepts and categories which are the products of their cultures. Contrastive analysis of different mentalities allows understanding the national priorities of verbal communication.
Keywords: cross-cultural communication, national mentality, communicative behaviour, cultural priorities.

Culture shapes our mentality, models of behaviour, priorities and way of life. For this reason to understand people with whom we try to communicate, it is vital to have proper ideas about the culture of our counterparts, which will be present in the process of our communication. It is practically inevitable that our perception and interpretation of the contents of our partner's message will be based on our strongly biased concepts of an alien culture. It is customary that such interpretations are based on our limited knowledge which we derive from literature, films, mass media etc., and we are inclined to percept an alien culture through our own concepts [Samovar, Mills 1995: 52]. In such cases it is worth remembering a remark of G.K. Chesterton: "Modern man is educated to understand foreign languages and misunderstand foreigners" [Axtell, 1995: 151]. This paper aims at demonstrating some of the typical mistakes the students make while translating English texts being guided by their national mentality and lacking cross-cultural knowledge. We also would like to disclose and explain the mechanisms underlying their actions of which they do not suspect trying to do their best translating the texts.

The shift of linguistic interest paradigm to the interrelation of languages with cultures and the active breakthrough of Russia to European and world cultures, the advance of globalization made possible the emergence of cultural and linguistic *divergences* and *convergences*. The dynamic approach to language and culture, as constantly changing and interrelating phenomena, is clearly seen in the present-day cultural and social life of the Russian society. Twenty years ago such cultural phenomena as "voucher", "speaker", "credit card" and many others were perceived by the Russians as divergences, not having correspondences or analogues. These diverging artefacts had unique meanings for us because they were *prescribed* by the world cultural community, but at the same time they initiated a new process, ruining these prescriptions due to dynamic interrelation of cultures and languages. For this reason such words and word combinations as ваучер, спикер, кредитная карточка today have become an inalienable part of Russian reality, in fact of culture, and converge with the English cultural terms.

The prescribed meaning of a word may go through numerous metamorphoses and interpretations in the minds of the people, who borrowed these artefacts and lexical units. For this reason, artefacts may lose their primary meaning and acquire *secondary* meanings in a different culture and society. The primary meaning of the artefact may become a *form for the secondary meaning and even disappear* under the influence of the secondary active usage associations. This tendency may be traced in the Russian culture where such important British cultural terms as, for example, "cottage" – «коттедж», "boarding school"—«школа-интернат» and many others have acquired *new* interpretations, though at first glance there were no reasons for divergences. It proves the obvious fact that cultures are deprived of the syntagmatic relations, but readily enter paradigmatic relations. From paradigmatic point of view, the above mentioned lexical units may be considered as potential equivalents, but in the translation process they contradict common sense. In the situation when a wealthy Russian demonstrates his three-storied country house to his British friend, he usually says a simple and *natural for this country* phrase: "This is my *cottage*", but the reaction of the Briton surprises him: "Oh, no, it is not a cottage, it is a *proper house*! I wish I had one like this!" The reason for this misunderstanding is a sharp difference of the concept of a "cottage" in Great Britain and Russia. While in Britain it still denotes a countryside one-storey thatched building typical of 17-19 centuries, in Russia it is usually applicable to a large and expensive suburban house.

A similar situation happened when the students translated the sentence: "The children of Lord Henry go to the boarding school" and gave the following variant: «Дети лорда Генри учатся в школе-интернате». From the point of view of traditional approach to translation, this variant looks quite satisfactory, but we are to bear in mind that there is a huge gap in understanding the *real* meanings of this word combination in British and Russian cultures. For the English it means a *public school at which pupils live as well as study*, but the Russian reader of the text will inevitably identify this type of school with the one we have in this country for juvenile law offenders. For this reason, the only possible way of translating it into Russian is «привилегированная частная средняя школа по типу пансиона».

Translating the passage about the life of a representative of the working class, the students were sure that they gave an adequate variant of the sentence "Bill's two children go to a comprehensive school. They will finish it at the age of 16", as «Двое детей Билла ходят в среднюю общеобразовательную школу. Они окончат ее в 16 лет». This translation does not reflect the presupposition of the English world picture, because it lacks the implicit meaning of the sentence. The explicit variant should sound like this: «Двое детей Билла ходят в среднюю общеобразовательную школу. Они окончат ее в 16 лет и не смогут поступить в университет». This translation is to be accompanied by the footnote of the type: «Для того, чтобы поступить в университет, необходимо еще два года учиться в школе или колледже и успешно сдать экзамен, эквивалентный российскому ЕГЭ».

These examples prove that linguo-cognitive theory of translation admits the personal character of understanding the text and the asymmetry between extra-

linguistic knowledge and linguistic meaning. This asymmetry is revealed through conceptualization of knowledge not only by linguistic meaning, but also by images, actions, emotions combined in propositions in man's mind. The translator can apply different strategies and tactics among which the adaptive one can be very useful. The tactics is a particular way to implement the strategy; it is chosen and used depending on the particular communicative task. In terms of the translation strategy and tactics the translator's choice of lexical and grammatical units form a kind of the micro level of the translation process while the strategy itself may be associated with the macro level. Thus, the most challenging for the translator task is to understand, grasp the communicative task correctly and therefore choose the proper translation strategy [Alekseeva: 2011, 387].

Alongside with the objective factors determining the degree of text translation quality, there exist such subjective factors as an ability to interpret the source text, reflect and transfer implicit information into the target text. Professional competence of the translator is based on the ability to interpret cross-cultural information and reflect it in the target language. When students once came across a very important and meaningful division of the British population into "northerners" and "southerners" they were at a loss, because the only association they could bring back was that of the Civil War period in the USA, which obviously did not fit the contents of the text. Trying somehow to solve the problem, they moved forward an idea of the possible existence of the *state border* between England and Scotland, which sounded quite logical but did not reflect reality. From the times immemorial this *conventional* border was supposed to be near Stratford-upon-Avon or at least somewhere near Birmingham and had nothing to do with national background. "Southerners" – "Northerners" division was, and still is, a complex of differences which include accents, ecology and financial well-being of these two parts of the UK. Southern RP is in a sharp contrast with Liverpool scouse, Newcastle-upon-Tyne jordie, let alone Scottish dialects. One more striking difference is a favourable ecological situation of southern England unlike the industrial areas of Liverpool, Birmingham and Sheffield, very much resembling the Urals. So, the final variant of translation of these ambiguous notions can be «жители южных и северных районов страны, граница между которыми пролегает в районе городов Стратфорд-на Эйвоне или чуть севернее – в районе Бирмингема». This example vividly demonstrates the obvious fact that ambiguity imposes restrains on understanding and translation. On the other hand, it provides leeway in interpretation which can lead to the unexpected results for the students because the teaching process is a creative one and at the same time constructive. The crucial role for the text interpretation and comprehension is played by the cognitive component because the target text usually includes the results of translator's cognition arranged in a form of his personal vision of the system of concepts of the source language.

Here is one more passage of the text about English character where I clearly saw how helpless the students were in understanding the conceptual meaning of it: "The characteristic English pose involves keeping the head held high, the upper lip stiff and the best foot forward. In this position, conversation is difficult and the intimacy of any kind almost impossible" [Pinyagin 1996: 129]. Due to absence of

the background knowledge of the *atmosphere of Victorian Britain* and the role of British Empire in the world, which made the majority of Britons feel superior in comparison with other nations, it is difficult to understand the contents of the source text. The students concentrated their attention mainly on the physical aspects of the text and saw the main problem in finding out which foot was considered to be the best one and why. They also could not tell whether this definition was appropriate for the *present day* and how much the position of the country and the nation has changed. This example demonstrates that the process of reconstruction of the source text contents depends on objective and subjective factors. The former include the type of the text, the type of communication and the type of cognition [Alekseeva 2011: 388]. The latter include professional competence of the interpreter implying, apart from foreign language proficiency, an ability to understand and interpret the source text, awareness of the cross-cultural differences, forms of their representation, mentality of the nation and an ability to modify and arrange the source text contents in accordance with the target language norms.

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НАЦИОНАЛЬНЫЙ МЕНТАЛИТЕТ, МЕЖКУЛЬТУРНАЯ КОММУНИКАЦИЯ И ПЕРЕВОД

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Аннотация
Целью статьи является описание некоторых особенностей национального менталитета представителей разных культур, которые могут препятствовать процессу межкультурной коммуникации. Люди смотрят на мир через призму категорий и понятий, которые являются продуктами их культуры. Сопоставительный анализ менталитета британцев и россиян позволяет составить представление об их предпочтениях в сфере вербального общения.
Ключевые слова: межкультурная коммуникация, национальный менталитет, коммуникативное поведение, лингвокультурные приоритеты.

FORMATION OF READINESS OF STUDENTS TO FOREIGN LANGUAGE COMMUNICATION IN CONDITIONS OF THE INTERNATIONAL OLYMPIAD MOVEMENT

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Abstract

The paper studies the ways of preparing Russian students to foreign language communication within the Olympiad movement, the ways of cooperation of students of different cultures and nationalities and the use of web-quests as the Olympiad assignment.

Keywords: Olympiad movement; Olympiad assignment; readiness for international communication; creative thinking; language skills; web-quests.

In the conditions of formation of post-industrial society and the integration of the Russian higher educational system into the European educational space, the need for learning foreign languages for students greatly increases. Communication in a foreign language is not only a way of interaction with students from other countries, but also is a necessary tool that provides the realization of innovative programs at the international level. Expansion of cooperation in the field of professional education allows Russian students to get internships abroad, participate in international programs, research projects and Olympiad movement. Such communication with foreign partners leads to the necessity of acquisition of foreign language professional communicative competence at a level, which allows cooperating closely and understanding each other.

Readiness for foreign language communication is an important part of professional communicative competence. The substantial aspect of readiness involves the presence of three main components: motivational, interactive and reflexive [1]. The interactive component is shown in student's ability to cooperate with students from other countries. The involvement of international students in the educational process and the organization of their cooperation with Russian engineering students through the implementation of collaborative web-quests, Olympiad assignments and realization of collaborative innovation projects contributes to the development of this readiness.

The organization of international Olympiads for students of technical universities not only forms the professional communicative and linguistic competences, but also provides the development of students' creative thinking skills. The high level of creative thinking is the most important personal quality of a competitive specialist, who can identify and analyze actual problems in science and industry, find ways and means for their solutions. The solution of problems requires, first of all, creative thinking skills and readiness for progressive transformation of reality, based on the available set of knowledge and skills in their professional field,

and psychological readiness for such a transformation in modern internal and external conditions, individually or within the team [2]. The usual memorizing of information can not be transformed into the ability to apply this knowledge creatively in professional work without the organization of independent work of students. The increase of the intellectual activity of students, formation of mathematical thinking and creative approach to the implementation of work functions occurs by solving creative tasks, which reflect the professional and social contexts of future activities. Olympiad assignments meet all the requirements for creative tasks and allow to measure the level of creativity of the Olympiad participants and motivate them to further creative activity. Such assignments aim to acquire knowledge and practical skills of creative work, both individually and within the team. Taking into account the increasing number of innovative projects, realization of which needs specialists of different nationalities and language groups, we can conclude that the formation of foreign language competence of students should not be isolated but together with the development of creative competence cluster.

An important component of the Olympiad movement is training in small Olympiad groups, which allows acquiring the skill of collective creative activity [3]. When working on general creative and professional tasks in small groups, the problem of development of intercultural cooperation skills becomes very important. When you create virtual microgroups in a single information space, it is possible to include speakers of the most widespread languages, such as English, German, Spanish and Russian. Often in the process of discussing Olympiad tasks students face a problem of understanding foreign speech on hearing. Understanding foreign of speech on hearing is largely technical skill that depends on the setting of perception systems. To understand the general content of creative tasks it is important to focus attention on keywords, phrases and speech accents. Discussion of the methods of solution of Olympiad assignments in the process of training in small groups, as well as reflection of representatives of different countries after the Olympiad contribute to the development of this skills in a collaborative creative activity.

It is worth mentioning, that from a linguistic point of view, language, the functioning of which is described by a smaller number of rules is easier to understand and study. Languages of Romanic and Germanic origins are not only easy to learn, but constitute the basis of specific terminology in the technical fields of knowledge and practice. Most of the terms that exist in the Russian language were borrowed at different times from these language groups or derived from their elements. Moreover, the simplicity of syntax helps to understand the nature of foreign speech easier. These facts show the universality of foreign-language terms.

For better cooperation of students of different cultures and nationalities, the Olympiad assignment can be formulated in English as the world language. The basic level of proficiency allows Russian students adequately understand the task, and at the same time, improve their professional language competence. However, sometimes English technical terms and syntactic structures are particularly difficult for translation into Russian because of ambiguity of the language. In the field of

technical translation, the main problem is the necessity of combining knowledge of the language and knowledge of the subject area. Training of language skills by participating in the international Olympiad movement will form the inner cognitive student's motivation to learn the language and will prepare the specialists with qualification sufficient for technical translation.

In the conditions of the development of scientific and technological progress and modernization of education system, the use of e-learning becomes increasingly important. The intensification of the process of acquiring the communicative competence and language skills is possible with the use the modern information and telecommunication technologies. Inclusion of interactive online tasks in the international Olympiad, which require foreign language communication, such as web-quests in social networks, will easily develop the ability of students for foreign language communication [4].

Thus, the above approaches of the organization of interpersonal communication of students of different cultures and nationalities in the conditions of the international Olympiad movement contributes to the formation of readiness of students for foreign language communication, enhances the development of language skills, as well as creative thinking.

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ФОРМИРОВАНИЕ ГОТОВНОСТИ К ИНОЯЗЫЧНОЙ КОММУНИКАЦИИ В УСЛОВИЯХ МЕЖДУНАРОДНОГО ОЛИМПИАДНОГО ДВИЖЕНИЯ СТУДЕНТОВ

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Аннотация
В статье рассматриваются способы формирования готовности русских студентов к иноязычной коммуникации в рамках международного олимпиадного движения, способы

организации взаимодействия студентов различных культур и национальностей и использование веб-квестов в качестве олимпиадных заданий.

Ключевые слова: олимпиадное движение, олимпиадное задание, готовность к международной коммуникации, креативное мышление, языковые навыки, веб-квесты.

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ADDRESSING THE CHALLENGES OF MULTILINGUAL EDUCATION IN NON-LINGUISTIC UNIVERSITY

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Abstract
In line with the globalization of the modern society based on the cross-cultural principle of the interaction of nations, the skill of the multilingual competence appears to be the fundamental development potential of the future power engineering specialists. An increasing demand for multilingual engineers with the professional foreign language communicative competence makes the foreign language be one of the fundamental study disciplines for the professional mobility shaping, therefore the challenge to the technical universities is to prepare specialists able to perform professional and business communication in several foreign languages in the context of further internationalization of the production, economics and the society.

Key words: intercultural communication, multilingual competence, multicultural personality, multilingual professional education.

1. Introduction

The scientific and technical cooperation, as well as the increase of the international contacts in the production and business fields, evoke the necessity to pay greater attention to the formation of a professional foreign language communicative competence, which comes as an integral component of building a professionally-oriented personality of a technical student and allows him to engage in a dialogue with the foreign counterparts in their native language.

Thus the formation and development of multilingual competence (MC) is a priority direction of "multilingualism pedagogy", the goal of which is to cultivate not only a language competence but the multilingual and multicultural personality of a young specialist.

After analyzing the studies of Russian and foreign authors (V. F. Aitov,   M. V. Garaeva, I. A. Guseynova, T. M. Ezhkina, S. A. Zholasbaeva,   A. T. Kulsarieva, I. A. Levitskaya, O. A. Mineeva, P. I. Obraztsov, A. Y. Petrov, V.V. Safonova, I. A. Ryabova, S. G. Ter-Minasova, I. I. Khaleeva J.A. De Vito, R.R. Gesteland, M. Semrud-Clikeman and others) and also basing on the personal pedagogical experience it can be stated that the multilingual competence should contain five elements in its structure: linguistic, communicative, social, culturological and mediative, considering such basic components as knowledge, skills and personality of the student, necessary for the successful practical application of the acquired knowledge.

The linguistic component provides the development of one´s ability to participate in the communicative process using not one or two (bilingualism), but three and more languages. The language proficiency at the level of intercultural mediation for professional communication is provided by the mediative component,

which is inextricably linked to the communicative component, which, in turn, is responsible for the formation and development of a qualified professional intercultural communication through the interaction and perception.

The social component relates to the creation of speech behavioral mechanisms, emotions and abilities of becoming a significant part of the society. And, at last, the culturological component implies the availability of specific cultural and international studies knowledge, necessary for a proper cross-cultural communication with the foreign counterparts in their language.

To achieve a good level of the multilingual competence there should be solved both the linguistic and nonlinguistic problems, which are aimed at mastering the speaking skills at the general educational and specialized levels, and the acquisition of a specific material in a certain professional field.

Thus, the multilingual competence formation of a modern specialist is performed not only by studying a foreign language, but also by other study disciplines at the university: computer science, communication psychology, culturology, history, philosophy and etc.

However, not all the students have the access to the proper multilingual training in higher school. It's often caused by a number of common reasons: the absence of interdisciplinary and interdepartmental cooperation in the university and also the language practice in the field of professional communication; the imperfection of the tutorials; a lack of teaching hours and multilingual tutors and etc. This situation leads to a gap between the linguistic preparation of the students and the employers' demand for multicultural and multilingual specialists.

In other words, in the age of economic globalization the graduates of a university, where the multilingualism pedagogy is not in priority, will be uncompetitive and undemanded by the employers, as they are not qualified to implement their professional multilingual skills due to their complete absence or underdevelopment.

Such multilingual dissonance is especially noticeable among technical graduates, who, having got some certain foreign language preparation, are not able to use this knowledge in practice due to the reasons mentioned above.

2. Doing the Research

Many of today's graduates, determining themselves as multilinguals and putting two, three or even more languages in their curriculum vitae, often either cheat or seriously assume that their superficial knowledge will do for working in some international company. Besides, the future engineers often mistakenly believe that a foreign/international power company will be so much interested in them, that it will arrange an abroad language internship or a special local training for them; thinking this way they forget that there are engineers with the accomplished multilingual skills. First of all, these are the graduates of some metropolitan universities, as well as the representatives of the European countries, where the multilingual professional education practice has been integrated successfully since the early 90's of the XX century and appears now at the peak of its development.

Concerning that there are a number of interesting sociological polls of the engineering faculty students, conducted at Ivanovo State Power Engineering University (ISPEU), Ivanovo, Russia.

3. Discussing the Results

The following ratio between monolingual and multilingual students of the technical university (ISPEU) was found during the first survey: 63% to 37%. It was also discovered that more than 50% of the students planned to learn two or more foreign languages in future for the career and travelling.

According to the second sociological poll taken among the ISPEU students 71% of the interviewees are satisfied with the quality of the university foreign language teaching and believe that the linguistic knowledge gained at university will help in their future career. However, 38% of the students consider that this discipline doesn't make them any closer but keeps away from the acquisition of professionally important skills and knowledge, or they think they managed to develop the needed bi-/multilingual intelligence themselves, by attending the local language schools, private teachers, special courses and etc.

By the results of the third survey it was found that the most popular out-of-university multilingual knowledge sources for the technical students are:

1) Private classes with a teacher, on Skype as well;
2) Private language schools;
3) Web sites, chat rooms and online portals (for example *My Language Exchange, Lang 8,* where one can find an interesting interlocutor among native speakers);
4) On-line learning;
5) Abroad internships.

In this regard some of the interviewees recommended to encourage technical students for studying foreign languages at the university and also to create favorable conditions for learning them.

4. Conclusions

Despite the opinion inconsistency about the foreign language teaching at ISPEU, the majority of the interviewed students consider themselves multilingual; they are confident in their readiness for an intercultural communication and cooperation. For example, most of the positive answers to this question were given by the students of the Electrical Power Engineering Faculty – 80% of the interviewees, and the least – 52% – by the students of the Physics and Engineering Faculty. Although such optimistic results are pleasing, the developed foreign language communication skills of the students often stay generally linguistic, but not special professionally-functional, able to help in the aspect of international business cooperation, when the company employees can represent various cultures and nationalities. Not every graduate of a provincial technical university has the capability of transmitting the content of the specific communication act into different foreign languages in the context of a certain labor situation, or the ability to act as a linguistic mediator working with the foreign colleagues in the field of power engineering (for example as it's done at "Huadian-Teninskaya CHP" (Yaroslavl city) where the operating,

managing and technical personnel is represented by the Chinese and Russian employees).

In a private conversation the chief engineer of "Huadian-Teninskaya CHP" A.V. Drozhnikov (former ISPEU graduate) said that "the communication inside the station is carried out mainly in Russian, English and Chinese. The employees of the station have to learn the basic Chinese language, which is very difficult in the conditions of full employment. [5] The young specialists of the station, many of whom are graduates of the nearby located Ivanovo State Power Engineering University (ISPEU), sincerely regret not mastering the skills of fluent communication in English to use it as a mediator language dealing with Chinese counterparts, and not studying Chinese at the university, so now they have to attend a language course or study with the tutors in their spare time "(Drozhnikov June 13, 2016).

This is another compelling argument in support of the idea of the synthesis of the professional and (multi) foreign language training in conditions of technical university, the essence of which is that each graduating student, while mastering a particular specialty, at the same time was getting a qualification of a multilingual mediator, studying the English language as a base [4], and the second and (possibly) the third foreign language according to his future professional needs (place of work).

These engineers will certainly have real practical advantages over the mono- and bilingual professionals, as they will be able to:

- Use the competence of informative and communicative nature in broader communication and relationships;

-Participate in various international projects, conferences, seminars and training sessions, including the ability to work in the foreign / international companies;

- Study in leading universities, including the possibility of remote education;

- Have the unlimited access to the world cultural values;

- Move freely around the world and work abroad, thereby increasing the level of their welfare.

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РЕШЕНИЕ ПРОБЛЕМ МУЛЬТИЛИНГВАЛЬНОГО ОБРАЗОВАНИЯ В УСЛОВИЯХ НЕЯЗЫКОВОГО ВУЗА

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Аннотация

В русле глобализации современного общества, основанного на кросскультурном принципе взаимодействия наций, владение мультилингвальной компетенцией видится в качестве фундаментального потенциала развития будущего специалиста в области энергетики. Возрастающая потребность в мультилингвальных специалистах, обладающих профессионально-иноязычной коммуникативной компетентностью, делает учебный предмет «иностранный язык» одним из основных при формировании профессиональной мобильности, поэтому перед техническими вузами стоит задача подготовки инженеров, способных осуществлять профессиональное и деловое иноязычное общение на нескольких иностранных языках в условиях дальнейшей глобализации производства, экономики и общества.

Ключевые слова: межкультурная коммуникация, мультилингвальная компетенция, поликультурная личность, мультилингвальное профессиональное образование.

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ББК 74.102.12+74.05+74.5

ESP, KNOWLEDGE ENGINEERING AND MULTIPROFESSIONAL COLLABORATION – COMMON PROBLEMS AND SOLUTIONS

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Abstract

Multiprofessional teams are functioning in various enterprises, and their effectiveness might be impeded by cross-professional barriers. The necessity to successfully deal with specific problems emerging in multiprofessional teams might lead to additional efforts of team leaders and team members, stress, and other undesirable effects, and all this might result in a productivity decrease. Cross-professional barriers being a part of cross-cultural problems are long known, but still effective ways are needed to teach various professionals to collaborate effectively in a team. This paper presents one approach to solving such problems basing on methods used in courses for teaching cross-cultural communication, ESP courses, and methods used for teaching knowledge management basing on literature analysis and the author's findings.

Keywords: cross-professional barriers, knowledge engineer, knowledge sharing, multiprofessional team, professional culture, team effectiveness

1. Introduction

The era of the fourth Industrial Revolution requires close collaboration of team members coming from different professional backgrounds. However, this collaboration might be impeded by existing cross-professional barriers, and multiprofessional team (MPT) members, and especially team leaders, face challenges working on projects. The challenges explored in this paper consist in the necessity to cope with cultural diversity in traditional and professional sense which hinders effective, efficient, and appropriate work. One particular challenge is caused by the necessity to acquire and share knowledge, and it emerged because different professions traditionally deal with knowledge differently, have specific value systems and diverse attitudes, use professional jargons, and as a result, develop cross-professional barriers [1, p.190].

Any team is consolidated with the general project or another kind of activity conducted by the team for producing the final output purposefully integrating knowledge of all the team members. While every professional in a team can successfully cope with management of his /her own knowledge, more complex and comprehensive knowledge management is needed for effective team performance. Another aspect is that activities in information society occur in multicultural environment, but multiculturalism is primarily treated traditionally, that is in terms of general culture, though problems of professional cultures are rarely addressed, which will be discussed later.

In addition, as every team member is a bearer of specific professional knowledge and culture, a primary goal of a team leader is to recognize these treasures, learn to acquire, share, and manage essential knowledge, and then to help all team members

master skills necessary for successful work and to minimize potential time losses, stress, and even frustration.

What is important, approaches to effective professional communication and to traditionally perceived cross-cultural communication are usually taught within English for Specific Purposes (ESP) courses. As cross-cultural communication has a long history of exploration, application, and teaching, it could be expected that issues arising in communication between different professions are also well-known; however, this is not the case. Oddly enough, the majority of researches focused on the cross-professional communication phenomenon, methodology of teaching skills for cross-professional communication, and for pragmatic aspects of applying such skills can be mainly found in the sphere of healthcare and adjacent spheres. In these spheres, carefully designed courses can be found; many research papers and other works are published in multitude. What is significant, many findings are quite applicable in areas beyond healthcare.

Another essential feature of the situation with MPT is that existing professional cultural barriers should not be just overcome, but they should be recognized, accepted, and used to successfully integrate knowledge and skills of all members of MPT for the sake of reaching the common goal.

The paper suggests an approach to solving aforementioned problems basing on literature analysis and on own findings.

2. Approach and Methods

The suggested approach is based on the author's own findings concerning ways for dealing with some barriers and improving cognitive skills [2], [3] and other studies analyzed in recent publications [4], [5], [6], [7]. Moreover, the approach is based not on the idea of diminishing and overcoming existing differences, but on the ideas of understanding attitudes of others, their knowledge systems, etc., and on using all this to common advantage. It is important that the modern life as well as emerging tasks and problems are changing rapidly, so teams are summoned for specific tasks, then they are dismissed, and other teams appear for other tasks. Consequently, the approach should be suitable for fast and effective teaching team leaders and members how to employ effective methods for eliciting the best from the knowledge bearer to share with other team members to ensure effective collaboration.

Methodology used in the approach aims at coping with interprofessional challenges that include, for example, such aspects as different terminology and attitudes towards knowledge acquisition and sharing, axiomatics, and values, and incorporates a purposeful combination of methods used in classical cross-cultural communication, knowledge management, in training knowledge engineers, in training interviewing and others. The author does not precisely classify methods in this work according to their origin as some methods were initially used in cross-cultural studies or knowledge management, but now they are used for different purposes not connected with initially intended use.

Cross-cultural communication methods suitable for our purpose include, for example, those stemming from Hofstede's cultural dimensions [8] (including active listening and avoiding uncertainty). It could be recommended to use laddering [9]

for complying with Hofstede's ideas, as this method, for instance, facilitates interviewing for avoiding uncertainty or resolving any potential ambiguity stemming from possible misunderstanding. Besides, laddering is widely used in knowledge acquisition as one of the established methods for conducting semi- structured or not structured interviews.

Among other methods for training interviewing techniques, we recommend Socratic questions like "How does this relate to our discussion?" or "What could we assume instead?" or "How can you verify or disapprove that assumption?". This method not only clarifies ideas, but it also enhances critical thinking, and this is exactly what is needed to force team members to think "out of the box".

Another method that should be used is lateral thinking [10], [11], suggested by E. Bono in 1967. In this method, the person is looking for a solution to seemingly intractable problems using unorthodox methods mostly ignored by traditional logical reasoning and looking at the problem from an unusual angle, and this is adequate for the situation when a team leader should be ready to deal with unpredictable complicated problems. Massachusetts Institute of Technology has recently published methods of teaching lateral thinking to robots [12], and if this is possible, MPT members can also be taught.

Moreover, methods used in knowledge engineering seem to be suitable for knowledge management in an MPT; a knowledge engineer is by definition a person whose duties include but are not restricted to eliciting the knowledge from domain experts, structuring, formalizing this knowledge, and to enabling further knowledge usage in different applications, which is actually very similar to what is required from MPT members. Many issues in knowledge acquisition are common in different particular situations, and it is known, for instance, that most knowledge is in the heads of domain experts, and this is often tacit knowledge. Hence, special techniques are needed that will enable focusing only on essential knowledge, capturing tacit knowledge, analyzing documents and manuals, collating knowledge from different sources, and validating elicited knowledge. There are explored and recommendable methods for eliciting essential entities, their properties and relationships, for concept mapping [13], [14] and building glossaries; partially this is discussed in [3]. Abovementioned laddering, lateral thinking, and Socratic questioning are also used in knowledge engineering.

Besides, some methods developed by the author [2], [15] aimed at training summarizing skills, selecting appropriate professional Bodies of Knowledge and Glossaries, and harmonizing them according to the specific professional activity should also be used. One result of such training is the skill to assemble a multiprofessional task-oriented glossary for successful team activities.

3. Discussion

The reflective analysis of teaching business analysts in banking sphere and ICT, team leaders in scientific MPT, and consulting acting and future enterprise architects was conducted by the author. This analysis revealed that these dissimilar professionals experienced many common problems primarily stemming from inter-professional barriers. Although combined using described methods demonstrate

their usefulness, this part of research needs further continuation and extending the focus group.

Clarifying all aforementioned, it should be stated that in various specific areas where multiprofessional teams work individual specific methods discussed above are often used, for example, in healthcare education and daily practices [4], [5], or in training managers and analysts [14]. However, the most noticeable results might be expected on the way of purposeful combining many methods according to the specific teams' goals, situation, and areas of specialism involved.

Applying the suggested approach, learners will acquire a combination of traditional cross-cultural skills and special skills for dealing with coworkers from different professional backgrounds adapted for particular needs, and develop required soft skills. As a result, these learners better understand and interpret challenges of coping with cross-professional barriers, master various methods for knowledge acquisition and sharing in MPT, and develop effective techniques for conducting interviews. Furthermore, in the long run, they improve high order cognitive skills and their potential employability [15].

4. **Conclusion**

The proposed approach provides a feasible way of training project managers of multiprofessional teams, team members, and future specialists bound to work in such teams.

The outcomes of the application of the presented approach include but are not restricted with improving MPT members' skills for successful knowledge acquisition and sharing in real work and for more effective and efficient functioning of the team. What is more, mastering techniques like concept and mind mapping or lateral thinking improves knowledge structuring and cognitive processes in general which in turn might further enhance the quality of team performance. In addition, mastering laddering not only facilitates knowledge sharing within the team, but it also improves valuable in practice interviewing techniques.

Since many global multinational enterprises use English as the working language, a suggestion was brought forward that teaching relevant skills using aforementioned approach and methods might be natural, effective, and fruitful within a specially designed cross-disciplinary kind of ESP course.

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АНГЛИЙСКИЙ ДЛЯ СПЕЦИАЛЬНЫХ ЦЕЛЕЙ, УПРАВЛЕНИЕ ЗНАНИЯМИ И МЕЖПРОФЕССИОНАЛЬНОЕ СОТРУДНИЧЕСТВО – ОБЩИЕ ПРОБЛЕМЫ И РЕШЕНИЯ

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Аннотация

Многопрофессиональные команды осуществляют свою деятельность на различных предприятиях, и межпрофессиональные барьеры могут препятствовать их эффективности.

Необходимость успешно справляться со специфическими проблемами, возникающими в многопрофессиональных командах, может требовать дополнительных усилий со стороны руководителей таких команд, приводить к стрессу и другим нежелательным эффектам, все это может негативно сказывается на эффективности команды. Межпрофессиональные барьеры давно известны как часть межкультурных проблем, но, тем не менее, необходимы эффективные методы обучения профессионалов из различных областей тому, как эффективно сотрудничать в рамках команды. В данной статье представлен один возможный подход к решению подобных проблем, и в нем используются методы, применяемые в курсах обучения межкультурному взаимодействию, в курсах обучения английскому языку для специальных целей (ESP), а также методы, применяемые при обучении управлению знаниями. Подход разработан на основе анализа данных в современной литературе и результатов собственных исследований автора.

Ключевые слова: инженер по знаниям, межпрофессиональные барьеры, многопрофессиональная команда, профессиональная культура, совместное использование знаний, эффективность команды

CHALLENGES OF ACADEMIC WRITING

L1 RUSSIAN - L2 ENGLISH STUDENTS ATTEMPTING ACADEMIC IELTS WRITING TASK 1 (PROCESS DESCRIPTION): GRAMMAR DIFFICULTIES IDENTIFIED

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Abstract

A survey of 13 textbooks published in Western Europe and designed for IELTS preparation was conducted. Analysis of activities targeting functional language needed for description of a natural or manufacturing processes (Academic IELTS Writing Task 1) showed that most of these resources are centered around passive verb forms, relative clauses, and linkers, or sequencing phrases. Meanwhile, a study of 21 IELTS assignments written by Russian-speaking students at levels B1-B2 CEFR shows that the number of errors in the above structures is relatively small, and students lack grammar skills other than that. These are morphological and syntactic patterns which are largely missing in L1 Russian or which are cognitively difficult for L2 English learners at levels B1-B2. Moreover, a survey of 32 model texts, or model answers, found in the available authentic IELTS preparation sources shows that some structures inherent in authentic or nativelike texts do not occur in level B1-B2 students' production. The linguistic and pedagogical implications of this are that 1) Academic IELTS Writing Task 1 should be subject to deeper linguistic analysis, 2) more grammar patterns should be made the focus of classroom instruction alongside with the structures suggested by global textbooks; 3) there is a need for Russian-made manuals and designing IELTS related tasks.

Key words: academic writing, English, error analysis, IELTS, IELTS Writing Task 1, process description, writing, teaching writing

Global changes in education are making IELTS a household name in Russia. A wide range of universities launching academic mobility programs have included IELTS preparation in their syllabi or are introducing IELTS related assignments or activities into their classrooms. Academic IELTS preparation is a rocky road for students whose native language (L1) is Russian because academic writing in English as a foreign language (L2) is comprised of discourse types that are contrasting with the Russian language verbal culture and academic tradition. Moreover, researchers point out the following linguistic and procedural difficulties encountered by L1 Russian candidates:

1) observing the style and genre, dealing with time constraints during the exam [1, p.69];

2) lacking graphical literacy, or graphicacy, skills of graph reading [2, p.41; 3, p.5];

3) insufficient writing skills in L1 demonstrated by students' inability to paragraph their texts or organize simple sentences into longer complex ones;

4) insufficient command of lexical patterns, or lexical chunks, collocations used for graph, map and diagram descriptions [4, p. 2-4; 3, p.8-10]. Meanwhile, our daily working in L1Russian – L2 English classroom shows that students definitely lack grammar knowledge and skills specific to process description in Writing Task 1 of the exam.

A survey of 13 textbooks published by CUP, MacMillan, Collins Cobuild, Delta Publishing and other think tanks was held to identify what grammar, vocabulary and discourse areas are covered in the manuals. The books surveyed are intended for IELTS preparation or contain sections with IELTS format exercises designed for practicing functional language needed for description of a natural or manufacturing process. The exercises either precede Writing Task 1 or supplement it. The survey results are given in the table below.

Structure / Function	Number of textbooks covering the issue (total of 13 books)
passives	6
relative clauses	4
ways of expressing purpose	2
ways of expressing cause and effect	2
linkers (sequencing phrases, signposting language)	7
'prep + gerund' (after doing sth, from … to doing sth)	1
joining sentences for giving extra information (using participial clauses)	1
nominalization (pick – picking, deliver – transporation, etc.)	1

Fig.1 Results of survey of 13 IELTS preparation manuals

As can be seen from the table, most of these resources are centred around passive verb forms (6 out of 13 textbooks), relative clauses (4 out of 13) and linkers, or sequencing phrases (7 out of 13). However, a study of 21 IELTS assignments written by L1 Russian students at levels B1-B2 CEFR shows that the number of mistakes in passives and relative clauses is relatively small, and students lack grammar skills other than that - in using the language expressing purpose, cause and effect, complex sentences with subordinate clauses, participles and nominalization. 21 assignments may not be a representative sample; however, it can be indicative of the overall trends. The findings are illustrated by the table below. Column 2 shows the total number of attempts at using a structure made per 21 assignments, column 3 demonstrates the number of correct occurrences, column 3 indicates the percentage of correct occurrences in the number of attempts overall.

Structure / Function	total number of attempts made in 21 assignments	number of correct occurrences in 21 assignments	% of correct occurrences in 21 assignments
passives	221	185	83.7 %
relative clauses	27	25	92.6 %
infinitive of purpose ('*to*', '*in order to*')	16	14	87.5 %

other ways of expressing purpose ('*so that*' clauses, *for* + gerund, *for-to-infinitive*)	5	3	60 %
ways of expressing cause and effect (*cause/make smb/sth (to) do sth*)	9	3	33 %
prep + gerund (*after doing sth, from ... to doing sth, etc.*)	10	8	see comment below
joining sentences for giving extra information (using participial clauses)	2	2	see comment below
nominalization (*pick – picking, deliver – transportation*, etc.)	2	2	see comment below
Participle I or II as an attribute	6	4	66 %

Fig.2 Results of error analysis of 21 Level B1-B2 students' assignments (Academic IELTS Writing Task 1)

Interpretation. The use of passive structures in the sample is very satisfactory (83.7 %). However, the sample contains 69 occurrences where the passive voice could have been used, but actually wasn't, being replaced by active voice structures. It is assumed that these missing passives are in the students' zone of proximal development. The emerging passives are well on the way.

The use of relative clauses in IELTS process description is not a problem area either (92.6 % of correct uses). There are both non-restrictive and appositive clauses in the sample. There is only one occurrence when a relative clause was missed: *Baskets with tomatoes are sent to the factory, there the stalk, the skin and the seeds are removed from the plant.*

Infinitives of purpose introduced by '*to*' and '*in order to*' are also used appropriately (87.5 % correct). Presumably, it is facilitated by positive transfer from a similar Russian structure: *In order to make a cup of tea you have to buy a box of tea = Чтобы приготовить чашку чая, нужно купить пачку чая.* At the same time, other ways of expressing purpose, namely '*so that*' clauses and '*for + gerund*' pattern were used only 5 times by 3 students out of 21. One student made two attempts at using a clause or a for-to-infinitive introducing it by '*in order to*': *In order to, ketchup turn out delicious we add sugar, vinegar and salt.* This erroneous use seems to be common in L1 Russian learners of English, therefore these structures should become target language for classroom instruction.

Ways of expressing cause and effect used by students in the sample are limited to the verbs '*cause sth to do sth*', '*make sth do sth*'. Only a third of them were used correctly, the incorrect versions being *The sunshine causes the seed growing/grow.* Phrases like *as a result, ... results in ..., due to ...* are missing in the sample.

'*Preposition + gerund*' pattern used for sequencing stages of a process occurred 10 times. However, *after* was used only twice by two students, one with a cognitively difficult passive infinitive: *after being sorted, after labelling*. The other nine cases represent formulaic use of the pattern 'from … to' and appear to be a result of memorisation: *There are 15 stages from picking tomatoes to adding ketchup to your dish.* As there are no more examples of free non-formulaic use of the pattern, it must be pointed out that these are morphological and syntactic patterns either missing or

not common in L1 Russian. As they are cognitively difficult for L2 English learners at levels B1-B2, they should also be put in the focus of grammar instruction.

The next syntactic structure under consideration is joining two sentences together to give extra detail, which is usually achieved by using a participial clause/phrase with Participle I or II (the so-called present or past participles). Only two students attempted this, one clause each: *Then you put the teabag in a teapot, pouring the hot water, Now your product is ready and you can use it eating hamburger.* This sentence pattern probably lies beyond the other students' cognitive ability at the moment and it will take time and effort to practice and internalize it in the classroom.

Nominalisation is a difficult process for Russian-speaking candidates. There are only two cases in the entire sample used by the same student: *The picture shows us the production of ketchup, The next step is transportation.* Another grammatical phenomenon seems to be close to nominalization: forming a gerund from a verb (*pick – picking*) and then using it as a pre-positional attribute to a noun (the picking stage), i.t. putting it in the noun-front position. This is an economical grammatical process which may be seen as a cognitive challenge because in the Russian language the attribute is always post-positional thus becoming longer (*the stage of picking – этап сбора*). This device was used only once in the sample: *during the crushing process.*

The use of participles in students' written assignments is not a frequent occurrence as well. Participle I is used only as a linker (*in the following stage*), which is formulaic use and is indicative of the candidates' discourse competence rather than their grammar skills. Participle II is used 6 times by 6 different students. One error indicates that the student used a Russian-English online dictionary trying to verbalize the emerging structure – *shelled tomatoes* (the words *shelled, skinned, stemmed, peeled, scaled*, etc. are rendered by the same Russian participle *очищенные*). The other erroneous use is that the student put an extended participial phrase in the noun-front position typical of L1 Russian and less typical of L1 English: *Then, the best cleaned from skin, seeds and stalk tomatoes are put in a container.* Thus, the use of attributes expressed by participles should also find its way into classroom instruction.

Following error analysis, a survey of 32 model texts, or model answers, found in different authentic IELTS preparation sources was conducted. The findings are that authentic or nativelike texts written at Band 7.5 and above demonstrate grammar features specific to process description as a type of discourse and not covered by the surveyed exam preparation materials. These structures, inherent in authentic or nativelike texts, are largely or completely missing in level B1-B2 students' production. These are, for instance:

1) nominalisation and attribute fronting, or putting the attribute in the noun-front position (*the production planning stage, a heating and cooling process, a glass recycling facility*). – One occurrence in the above mentioned sample of 21 assignments;

2) 'noun + of + gerund' (*the process of cleaning the bottles*). – One correct and one erroneous occurrence in the sample;

3) 'noun + for + gerund' (*a machine for generating electricity*);

4) 'by + gerund' for describing a method (*This mixture is turned into bricks by placing it into a mould*);

5) Participle I as a post- or pre-positional attribute (*There are 6 main stages including steam production, turbines driving a generator and a transformer creating electricity; The resulting electricity leaves the powerhouse via cables*);

6) Participle II as a post- or pre-positional attribute (*problems related to its cost and its location, a process in plants known as photosynthesis, wasted glass jars, recycled liquid glass*);

7) Participle II to give extra detail (*They are heated in a kiln at a moderate and then a high temperature, followed by a cooling process in a chamber for 2-3 days*);

8) 'modal verb + infinitive' for hedging (*Carbon moves in a natural cycle although human factors may now be affecting the balance*).

Mastering these grammatical patterns can be regarded as developing grammar micro-skills lacking in L1 Russian candidates. It appears realistic to feed these structures into classroom instruction at Levels B1-B2. If properly designed, grammar activities targeting this language for Academic IELTS Written Task 1 will be internalized by students, which will take them a step or two further in language acquisition thus enabling them to achieve scores at bands higher than B1 or B2.

The linguistic implication of the above is that process description in Academic IELTS Written Task 1 should be subject to more detailed linguistic research not only in the way of vocabulary and text organisation and students' graphical literacy improvement, but also in the way of grammatical features of this type of discourse. Having done this, it may be possible to design a new set of activities/exercises on a new range of patterns targeting specifically speakers of L1 Russian.

The pedagogical implication of this is that 1) these structures should be made the focus of instruction alongside with the patterns suggested by authoritative global textbooks; 2) there is a need for Russian-made manuals and designing IELTS related tasks.

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ГРАММАТИЧЕСКИЕ ТРУДНОСТИ РУССКОЯЗЫЧНЫХ СТУДЕНТОВ ПРИ ОПИСАНИИ ПРОЦЕССА В ПИСЬМЕННОЙ ЧАСТИ ЭКЗАМЕНА ACADEMIC IELTS (WRITING TASK 1)

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Аннотация

Проведен обзор 13 западных учебников, предназначенных для подготовки к IELTS. Проанализирован комплекс упражнений, которые тренируют навыки употребления языковых явлений, необходимых для выполнения первого задания письменной части данного международного экзамена (описание процесса). Анализ показал, что большая часть упражнений в рассматриваемых учебниках сфокусирована на употреблении пассивного залога, придаточных определительных и средств связи (дискурсивных маркеров). Выполнен анализ 21 письменной работы русскоязычных студентов, владеющих английским на уровне B1-B2 CEFR, который выявил, что количество ошибок в указанных выше структурах невелико, в то время как студентам не хватает иных грамматических навыков. Многие из этих морфологических и синтаксических явлений либо отсутствуют в родном языке студентов, либо являются когнитивно сложными для них. В результате анализа 32 текстов, предлагаемых аутентичными ресурсами в качестве моделей, или образцов ответов, выявлено, что ряд структур, свойственных текстам носителей языка, полностью отсутствуют в письме студентов уровня B1-B2. Предлагается более тщательно изучить языковые особенности текстов-моделей, определить дополнительный набор грамматических структур и сочетать их тренировку с теми, что предлагаются в глобальных учебниках, а также создавать отечественные учебники и задания в формате IELTS.

Ключевые слова: академическое письмо, английский язык, письменная часть IELTS, описание процесса, обучение письму, ошибки

DEVELOPMENT OF CRITICAL THINKING IN ESL WRITING CLASSROOM

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Abstract

This paper touches upon the problem of critical thinking in education. Its significance has been acquired by many eminent educators, thinkers, and teachers. ESL classroom is not an exception in developing critical thinking skills. Moreover, writing lesson can be used as a good mode for enhancing these skills. Therefore this paper gives the grasp of critical thinking, lists the main basic elements and its development in writing.

Keywords: Bloom's Taxonomy, critical thinking, ESL, writing.

1. Introduction

Opening the front page of the newspapers or turning on television we may hear how terrorists have attacked another building or one crazy superstar has done something unusual that glossy magazines will discuss over the next two weeks. Moreover, more than one year ago there was a buzz that according to Mayan prophecy our civilization would come to an end. And this event should have come in December 21st, 2012. Ironically, many people around the world took this prophecy seriously. Some of them even built shelters for themselves and their families. Many pseudo scientists described different types of scenario of forthcoming catastrophes from alien invasion to biblical flood. Many scientists from different fields gave solid grounds that this prediction was just fallacy that was made up by people who wanted to take advantage of this chaos. Notwithstanding scientific approach to that myth none considered scientists' opinion. Some even claimed that scientists were part of conspiracy. Many of us know that at that particular day nothing had happened extraordinary. All these sound extremely funny when you read such kind of stories because we think of ourselves as educated people and we will never commit such an error. Nevertheless of all our degree many reasonable people submit to the influence of absurd ideas. Unfortunately, it occurs all the time. But, it is just a small portion of the problem. It traces back into the early education of our children who come to school in order to gain knowledge and skills. At least that what their parents think. Many educators see the problem in the lack of teaching critical thinking skills in students of school and university. The basic aim of standard education program is to fill students' heads with particular information and data in order they can pass the exam and demonstrate the quality of the institution that has prepared them. Moreover, to the problem of critical thinking skills development of students we should also add lack of skills in writing, reading, and math. If we take ESL classroom, a teacher will discover that his/her students have trouble with reading and writing as well as with critical thinking skills. Also many practitioner teachers always face that their students have problem in generating good ideas in order to

write a good written paper, especially for IELTS or TOEFL. Again it can be explained by the poor critical thinking skills. Therefore this paper is dedicated to critical thinking and its application in education, in particular developing writing skills. This article is going to give various definitions and basic elements of critical thinking in daily and academic life; also it will touch upon the essence of writing and its connection with critical thinking.

2. Writing and Critical Thinking

Critical thinking is relatively not a new term in education that has been used over four or five decades. It has been studied through and through. There have been published thousands of articles and books on this subject such as "Critical Thinking – What can be?" by Matthew Lipman, "Developing Critical Thinkers" by Stephen Brookfield, "Reason to Write: Applying critical thinking to academic writing" by Gina L. Vallis, "Thought and Knowledge: An Introduction to Critical Thinking" by Diane F. Halpern and many others. In addition many educators have developed various types of techniques and methods to transform you into a critical thinker. Among of these things that were written or said have significance and others are just waste of time and paper. However, in more profound sense critical thinking is traced back to Ancient History, in particular Ancient Greece at its dawn. At that time it was called philosophy. Actually, a critical thinker in some sense is a philosopher, though these two terms have peculiar differences, but they share both basic concept of applying thinking.

Now it is needed to give a definition of critical thinking. So, to comprehend it lets apply critical thinking itself. Before we start to look through different definitions given by eminent scientists in this field, first I would like to look at the two words that are made up of this term, "Critical" and 'Thinking". We need to find out what these words mean and find the common idea for both words.

Let's start with the word "critical". According to Oxford Dictionary of English it means: expressing adverse or disapproving comments or judgments; expressing or involving an analysis of the merits and faults of a work of literature, music, or art; (of a situation or problem) having the potential to become disastrous; at a point of crisis.

The word critic comes from Greek κριτικός (kritikós), meaning "able to discern", which is a Greek derivation of the word κριτής (krités), meaning a person who offers reasoned judgment or analysis, value judgment, interpretation or observation. Another word is "thinking" which means: the process of considering or reasoning about something; using thought or rational judgment; intelligent.

In a nutshell, it means some process that occurs in our brain. From these two simple and plain definitions we come to the conclusion that processes in our brain or mind reached particular state to use analytical thought in order to find way in resolving problems and obstacles. Now let's look at the basic concept of critical thinking. Here I want to talk off in a different direction of our discussion. Why do we need to know basic concepts of a matter or issue? Why should we dive into complicated things? The answer is to understand the issue itself. However, we do not know concepts of many things that we should have learnt in school. For instance, many people with higher education have no idea that sun is a star. Thus, we see that

knowing pretty much simple basic concepts of any issue will make easy for us to grasp the issue and if it is needed we can find resolution.

According to Brooke Noel Moore and Richard Parker, there are three main concepts in critical thinking. They are claims, issues, and arguments [1]. They are also called the building blocks of critical thinking. First, claims are things we say in writing or aloud to convey information or express our opinion or belief. They can be true or false. For instance, "there are four oceans on the Earth". This claim is true. "The capital of Kazakhstan is Almaty". This claim is false. Another example, "there are multiverses" is either true or false because at the moment we do not know. Until via experiments scientist find out the evidence that supports or refutes this claim. Examination and evaluation of claims is the main task of critical thinking.

Second, when we ask question about issues' truth or falsity, we raise the issue. A synonym to the "issue" is the question. In other words, we ask a question to claim whether it is true or false. To support our claim we use an argument that is the last basic concept in critical thinking and which is made up the main idea of critical thinking.

Now we have come up to the most important and main component of critical thinking is the argument. If we look through books and articles about critical thinking we will encounter that authors emphasize an argument as the main basic element that should be comprehended by learners. To assess and form an argument allows you to become a good critical thinker. Thus, what is an argument? To answer this question we need to define what argument is not. Argument is not a fight between two or more people or group of people. Also, it is not who right or wrong, though argument can be used to prove someone's validity or fallacy. However, argument is to find the truth and make a right decision. Thus, argument is a series of logical sentences, statements, or propositions which are also called premises that give reasons for a sentence, statement, or proposition which is called conclusion. Therefore, argument is made up of a various numbers of premises and one conclusion that should be proved by these premises. Here I will try to connect building a valid argument and writing a good essay.

However, where is a connection between critical thinking and writing? You may surprise or not, but writing and thinking processes are twins. These two mental processes are interwoven with each other. Modern psychology proves that writing is one of the most important skills for developing your thinking. It is stated that writing process has effect on both critical and creative thinking.

Nonetheless of all these positive features of writing, educators and teachers concern over the contemporary situation in school where students write less and teachers give no writing assignment that will be suited to develop critical thinking skills. In addition, standardized tests replace almost all form of students' academic development. Language Arts classes focus on grammar, though I don't stay against teaching grammar, I think we shouldn't sacrifice time given for writing.

According to Ronald T. Kellogg, there are three main concepts of writing [2]. They are: 1 Quality writing cannot be achieved without quality thinking. When we look at students' paper assignment we can assume their thinking quality. Since a poorly written paper demonstrates that student has a problem to generate ideas,

arrange them in a coherent sequence, In a nutshell, writing is a mirror of our thinking. 2 Writing is a tool for thinking. Here I would also like to add that writing is a tool for learning. As Horton correctly stated that once can improve one's thinking about a particular subject by writing about it. I think this statement is absolutely right. Our teachers say that we should read until we fix the information in our mind. However, only small portion of it will remain in a memory. To enhance students' understanding we should encourage them to write their ideas on paper because it will help them see what they know, understand, and what they have to work on. 3 Writing involves four cognitive operations that play a role in all thinking tasks. These four operations are collecting information, planning ideas, translating these ideas into the consensual realm of written text, and reviewing ideas and text.

If we take a closer look at these operations we will notice that it correlates with Bloom's Taxonomy [3] of critical thinking that was given in 1950s, though it was reviewed in 1990s. Its basic structure is: Knowledge – Identification and recall of information; Comprehension – Organization and selection of facts and ideas; Application – Use facts, rules, and principles; Analysis – Separating a whole into component parts; Synthesis – Combining ideas to form a new whole; Evaluation – Developing opinions, judgments, or decisions.

For instance, when we start to write an essay on a particular subject the first thing we do is collecting information or asking ourselves what we know about it, in other words, we recall facts, name, places, events, and etc. As it can be seen the first cognitive operation correlates with the first level of Bloom taxonomy of critical thinking skills. After that we plan ideas for our writing assignment. According to Bloom's taxonomy while we think we do the last six levels. However, in the modern variation there is another important level "creating" which is similar to third operation. Thus we may see that writing has strong connection not simply with thinking, but critical thinking. If we recall our own writing experience when we should have written an essay we tried to totally concentrate on piece of paper and to create our own written masterpiece. Although, it was hard, but we can remember how our brain went through thinking process.

3. Conclusion

Needless to say that writing and thinking aren't just automatic and effortless. The writer must monitor and evaluate his own thinking and writing. Such self-reflective thinking is called "metacognition" – or thinking about thinking. Seeing close connection between writing and thinking, we as teachers should spend enough time to teach writing skills in order to make our students better critical thinkers. Moreover, teachers should use writing as well to reflect their own thinking. Now we need to look through a five-paragraph essay which is taken as a traditional academic writing. So what do we know about this classical writing process? According to many textbooks, academic writing is made up of three main components: Introduction, Body, and Conclusion [4]. Although, it may seem simple, many students find it struggling. Each part has its own difficulties that we need to address separately.

The first problem students face with is how to write an Introduction. Introduction is a part of an essay or any other written text where an author attempts to catch

reader's attention and states the thesis or the topic of an essay. And here's bewilderment begins. The obstacle is the terminology textbooks use. As such vague terminology as thesis and topic of an essay has an abstract and wide notion that stumble students. Consequently, students spend much of their time striving to compose their Introduction. To overcome this obstacle, teachers should introduce students' basics of critical thinking, in particular how to make a valid argument in writing academic paper. It will help them make sense of their writing. To give the notion that writing isn't just stating opinion, but thorough thinking on paper. When they are familiar with argument and Bloom's taxonomy, their writing becomes more meaningful. They will see that it is complex, by complex it is meant that the process of thinking itself is hard as many of students through their whole learning in school and university mesmerized data for passing exams. However, no matter how complex it may seem it is at the same time comprehensible as you know what you need to do further.

Second, the Body is the second part of an essay which consists of two or three paragraphs. In this section writer tries to give defense statements for his thesis that was given in the Introduction. However, if we take a closer look at the argument's structure we will notice correlation with academic writing. Thesis of the essay is a conclusion of the argument which should be supported by its premises which in turn are supportive paragraphs of the essay. Thus, each premise can be stated as a single paragraph to demonstrate reason and logic for supporting your thesis or conclusion.

Third, conclusion is a summary of the essay. This section is supposed to be much easier than previous two. Nevertheless, students at advance level still are struggling with composing a good conclusion. Again it is due to their misunderstanding of the terminology that teachers use to explain the structure of the essay. When they have a clear idea of what they are writing about, to write a conclusion will become much simpler than before. Especially, when they clearly state their conclusion and give logical premises that support this conclusion. In short, we would like to summarize that has been written above. Importance of these both mental processes for future students' academic achievement is obvious. Therefore, educators and teachers should pinpoint their attention on writing and critical thinking. However, it doesn't mean that other skills should eliminate for the sake of these two. On the contrary, writing and critical thinking should be implemented and integrated with other skills and learning techniques in order to develop students' professionalism. Such type of people who think, read, listen to, write critically are needed in society of 21st century.

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РАЗВИТИЕ НАВЫКОВ КРИТИЧЕСКОГО МЫШЛЕНИЯ ПОСРЕДСТВОМ ПИСЬМА НА ЗАНЯТИЯХ ПО АНГЛИЙСКОМУ ЯЗЫКУ

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Аннотация

В данной статье рассматривается проблема развития критического мышления в образовании. Значимость изучаемого вопроса была обоснована и рассмотрена именитыми учеными, педагогами и мыслителями. Не исключением в развитии критического мышления является и занятия по иностранному языку. Более того, письмо на занятиях по английскому языку может способствовать развитию критическому мышлению. В связи с этим, в рамках данной статьи автором представлен анализ существующих методов и подходов развития критического мышления посредством письма.

Ключевые слова: таксономия Блума, критическое мышление, английский язык как иностранный, письмо.

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STATIC MODEL OF ACADEMIC WRITING ASSESSMENT

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Abstract

Academic writing assessment is the procedure of evaluating the quality of writing for specific purposes. To make the assessment more competence-oriented, its rubrics should reflect the set purposes. The current paper describes the static model of academic writing assessment that addresses the summative product of writing. Evaluation rubrics are designed to meet specific requirements for productive feedback. The rubrics help students identify the weaker links that need to be improved. Implications of research findings are discussed.

Keywords: academic writing, assessment/evaluation rubrics, assessment feedback, static model of assessment

1. Introduction

Academic writing assessment is challenging. It is implied by the diversity of theoretical approaches and models used for its implementation. "A broad range of perceptions and beliefs, training and levels of experience, influences and motivations, resources and institutional policies" [2, p. 1] influence educators' criteria of evaluation.

There is growing awareness in the higher education area about the role academic writing plays. Many studies have considered writing as a fundamental aspect of academic literacy as well as an important requirement in an academic setting [1; 5]. At the same time, it remains one of the greatest concerns for both students and educators. The lack of language proficiency, poor rhetorical style and writing genres awareness, anxiety over expression and other factors are common problems students face while write in English for academic purposes. In regard to teachers and evaluators, difficulties related to the relevant feedback based on writing assessment are often mentioned [3; 4]. They also affect students' writing abilities development. From this perspective, the present study is approached with an interest in identifying ways of the competence-oriented assessment. Its basis constitutes evaluation rubrics designed to meet specific requirements for productive feedback. Static model of writing assessment to respond to the specific needs is suggested.

2. Rubrics for competence-oriented writing assessment

Academic writing assessment is the procedure of evaluating the quality of writing for specific purposes. Besides, it is supposed to be designed to assist students and give them practical advice on their language and academic skills. It is the condition of students' academic writing development. It is based on Gibbs' idea that "assessment frames learning, creates learning activity and orients all aspects of learning" [6, p.23]. The rubrics proposed on a case-by-case basis in accordance with the assessment goals suggest productive feedback to the students which provides the development of their communicative competence as well as academic literacy.

Hence, the purpose of the rubric is to support writers to understand what is expected of them in their assessments.

3. Static model of academic writing assessment for productive feedback

The static model of academic writing assessment addresses the summative product of writing. This doesn't mean, however, that it reflects only descriptive potential of the writing ability and it cannot be used to demonstrate the dynamic of its development. The static model includes 5 groups of evaluation rubrics which are competence-oriented as they are aimed not only to diverse aspects of writing but also academic literacy. Since evaluation rubrics proposed in the static model of academic writing assessment do not provide clear evidence for meeting productive feedback, which will be discussed below, educators and writers need to carry out special procedures to see whether the evaluation rubrics themselves have positive influence on academic writing.

Static model of academic writing assessment includes such rubrics as
- quantitative data with the evaluation of the specific textual features (number of words, number of characters, the number of sentences, length of sentences, the number of paragraphs);
- relevance of the content including the relevant focus on the topic or task and sufficient coverage based on arguments, examples, quotations, etc. and appropriate use of source material;
- text organization characterized by clear ideas and their logic presentation in the text, perfect paragraph division;
- contextual features of the task;
- language accuracy which refers to all language aspects.

Based on these rubrics productive feedback is designed to contribute students' learning strategies. It indicates students' problems and helps to solve them. Though it is often characterized as a hard activity for educators, productive feedback should be flexible in responding students' needs and in adjusting implementation tools in accordance with evolving difficulties.

4. Conclusion

The use of static model of academic writing assessment appears to have a positive impact on students' writing abilities. Educators concerns that the use of static model may result only descriptive evaluation which doesn't influence writing abilities development. The implementation of the productive feedback appears to motivate students' to reflect on their difficulties and plan strategies to overcome them.

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СТАТИЧЕСКАЯ МОДЕЛЬ КОНТРОЛЯ И ОЦЕНКИ АКАДЕМИЧЕСКОГО ПИСЬМА

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Аннотация

Контроль и оценка академического письма является процедурой оценки качества письменной речи для специальных целей. Для того чтобы придать оценке компетентностно-ориентированный характер, ее критерии должны отражать поставленные цели. В настоящей статье представлено описание статической модели контроля и оценки академического письма, которая основана на подходе к письменной речи как к речевому продукту, отражающему разнообразные характеристики. Критерии оценки разрабатываются для того, что организовать эффективную работу над трудностями, возникающими в процессе письма. Критерии оценки помогают студентам определить те проблемы письменной речи, которые должны быть преодолены в ходе обратной связи по результатам контроля.

Ключевые слова: академическое письмо, критерии оценки, обратная связь по результатам контроля и оценки, статическая модель контроля и оценки письма

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TEACHING ENGLISH FOR PROFESSIONAL COMMUNICATION: A WRITING CHALLENGE

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Abstract

Academic writing pedagogy offers a variety of tools to enhance learners' writing. The most widely used are product- and process approaches aimed at developing learners' skills in creating their own pieces of writing. The paper proposes a combination of these two approaches to teaching academic writing in English to mixed-level graduate students.

Keywords: academic writing; English for specific purposes, English for Academic purposes; university; higher education.

Introduction

Teaching academic writing in English is a new challenge Russian universities are currently faced with. A few decades ago, the ultimate goal of teaching English in a Russian university was to "equip" its graduates with knowledge sufficient to read and understand literature in English for professional purposes. Teaching was mainly focused on terminology, layout, structure and grammar used in different types of discourse. With the integration of Russia into the global community and participation in international projects, there has been a shift towards the learner's productive skills, namely, the ability of students to create meaningful and coherent texts for both oral and written presentation. Participation in international conferences, application for scholarships and maintenance of professional contacts requires elaborated communication skills. These new demands have forced universities to tailor their foreign language courses to meet the requirements of the global market.

In teaching writing Russian universities have traditionally used a text-based or product-oriented approach. It goes back to the 1960s and was adopted by most educators as it follows a clear and straightforward procedure, in which students are expected to "mimic a model text, usually presented and analyzed at an early stage" (Gabrielatos, 2002, p.5). However, it has received a lot of criticism from the proponents of the process-oriented approach, which treats writing as a long process of creating several drafts, without paying too much attention to accuracy. In such a case, the writer is a creator of a product, which is unique and individual.

Both product and process writing aim at achieving "the best product possible", with the main difference lying in "the outcome of the writing" [Steele]. The present paper attempts to describe a model, combining product and process writing in teaching graduate ESL students.

Rationale for the Product-Process Model of Teaching

The problem of teaching academic writing (AW) in Russia has been discussed by domestic scholars in a number of publications [Kuprianov 2011, Korotkina 2013,

Chuikova 2016]. Most researchers stress the importance of teaching AW in higher educational institutions, and at the same time focus on the problems that are associated with this process. The main constraints of teaching academic writing at the tertiary level in Russia include

• reduced amount of class time allocated to foreign language courses in the academic curriculum, especially in non-linguistic universities;

• shortage of teaching resources that would meet the needs of Russian learners;

• lack of teachers who are qualified enough to deliver courses in AW, resulting in misinterpreting and misunderstanding of the AW concepts and approaches;

One of the most serious problems that complicates teaching AW in Russia is the low level of learners' language skills. The results of annual entrance tests of Master's students show that their English skills level fall between A2 and B1 levels on the Common European Framework of Reference for Languages (CEFR). Obviously, teaching academic writing conventions to low-level students seems to be a challenge that even a skilled teacher can hardly cope with.

The product-oriented approach "focuses on the end result of the learning process – what it is that the learner is expected to be able to do as a fluent and competent user of the language" [Nunan, 1991:86]. As the name suggests, the product-oriented approach has the product in its core and it is about teaching the format and the structure of the written text. It works well in teaching to write standardized or highly formulaic texts, such as business letters, memos, reports, etc. The biggest advantage of this methodology is that it can be used even with low-level students who can create their own product using a sample. Extensive training in formulaic language, paragraphing and organizing the text precedes the writing process. In this approach, "exercises and language use are provided to students and a bottom up approach is followed from sentence to paragraph and text level" [Tribble, 1997:84]. However, it has been criticized for lack of student engagement in the process of writing, which is perceived as a mechanical task of transferring ideas to paper, following the format and the structure of the sample text. In this approach, students have no possibility to experience such stages of writing as brainstorming of ideas, free-writing, editing, getting feedback, etc. Thus, they can neither develop the ability for self-assessment, nor become critical readers of their own compositions.

The process-oriented approach "lays particular stress on a cycle of writing activities which move learners from the generation of ideas and the collection of data through to the 'publication' of the finished text" [Tribble,1996:37]. It aims to turn learners into independent writers able to produce their own texts. In this approach, students do not have to imitate a copy and or model ready-made texts. Their aim is to communicate a message to the reader. The role of the teacher is that of a facilitator, who helps students with planning and gives feedback on their writing. Process writing requires quite elaborative language skills and it is suitable only for students who have no difficulty putting their ideas into words. Besides, this approach can be used in teaching creative pieces of writing, such as opinion essays. However, it does

not fit in teaching formal writing, such as business letters, project summaries, reports, which require focus on the layout, style, organization and grammar.

Students' Expectations

Master's students enrolled in the graduate programs at Tambov State Technical University (TSTU) have to do the course in *Professional Communication.* When selecting content for the course, it was important to understand the learners' expectations and needs and formulate the learning outcomes for the course by different aspects of teaching.

A survey of Master's students enrolled at TSTU was conducted to explore the relevance of communication skills for graduate students. They were asked to rank the importance of reading, listening, speaking and writing skills for academic and professional purposes (Fig.1)

Which English skills will you need most? Rank the skills in the table in the order of importance, giving 1 to the most important skill and 4 to the least important?

	for your studying	for your future job
Reading		
Listening		
Speaking		
Writing		

Fig. 1 - An excerpt from the questionnaire.

It is assumed that graduate learners do a lot of reading as they work on their Master's theses (read articles in English). Apart from educational needs, learners have expectations of using English in professional environment (read literature in their subject area, exchange e-mails, talk to colleagues and discuss professional issues). The results of the survey are summarized in the following chart (Fig.2)
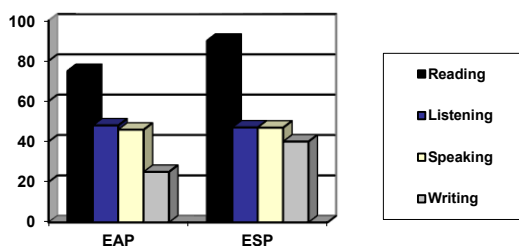

Fig. 2. - Students' learning needs and expectations

As can be seen from Fig.2, most learners put emphasis on developing reading skills both for academic and specific purposes, which comes from their need to read specialized literature. Equal attention is given to developing speaking and listening skills, which learners need to develop in order to maintain conversation in both classroom and professional environment. As for writing skills, their importance grows when it comes to using English for written communication.

Having analyzed the students' expectations, the syllabus for the course in *Professional Communication* was tailored to include the following learning outcomes regarding the mastery of writing skills:

> **Learning Outcomes: Writing**
>
> *The learner will be able to write different kinds of texts for a wide range of purposes: job applications, enquiries, and research proposals.*
>
> *The learner will be familiar with the format and style of memos, e-mails, formal letters, project summaries and reports.*
>
> *The learner will be able to give clear explanations in English in the professional context, using specialized vocabulary and appropriate language.*
>
> *The learner will be able to exhibit effective cohesion, coherence, and mechanics in paragraphs.*

Teaching writing at a technical university is organized as a combination of four different types of syllabuses:

- a situational syllabus (a collection of real or imaginary situations in which the language occurs or is used);
- a skill-based syllabus (writing as a specific ability that may play a part in using the language);
- a task-based syllabus (a series of complex and purposeful tasks that students perform in the language they are learning, such as applying for a job, submitting a proposal to the conference);
- content-based syllabus (teaching some content or information using the language that the students are learning).

A teaching model that fits well for purpose is product-process writing, combining

A Teaching Model of Product-Process Writing

The product-process model comprises the following stages:

> Stage 1: Familiarization with the sample text. Students read and analyze the given text in terms of structure and the language.
>
> Stage 2: Controlled writing. Students do exercises to master the vocabulary, speech patterns, clichés and grammar structures used in different parts of the target text.
>
> Stage 3: Guided writing. Students make an outline and organize ideas, following the model proposed in the sample text.
>
> Stage 4: Free writing. Students write the first draft the text.
>
> Stage 5: Peer feedback. Students exchange their drafts and analyze their peers' texts.
>
> Stage 6: Editing. Drafts are returned to students for editing with regard to their peers' feedback.
>
> Stage 7: Final Draft. The final draft is written.
>
> Stage 8: Evaluation. Students exchange their papers for final evaluation.

Combining the product and process approaches has a lot of advantages. First of all, students are familiarized with the model text at the beginning of the lesson.

This helps them to understand the different features of the text and be aware of what kind of "product-text" they have to come up with in their own writing. Another advantage is that the mistakes can be reduced through training in the controlled writing stage; in addition, students can reflect on their own texts and the work of their peers before they produce the final draft.

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ПРОФЕССИОНАЛЬНОЕ ОБЩЕНИЕ НА АНГЛИЙСКОМ ЯЗЫКЕ: ОБУЧЕНИЕ ПИСЬМЕННОЙ РЕЧИ

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Аннотация
В современной методике обучения письменной речи в академических целях используется множество разнообразных подходов, самыми распространенными из которых являются текстовый и процессный. Сочетание этих двух подходов может быть успешно использовано при обучении письменной речи магистрантов неязыкового вуза.
Ключевые слова: академическое письмо; английский для специальных целей, английский для академических целей; университет; высшее образование.

MEANING-MAKING IN ESSAY WRITING

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Abstract
The ambiguity of approaches to writing activities is still a challenge for students and tutors in a written class. The modern tendency is to develop cognitive skills that enable students to present coherent and meaningful texts. The approach was given the name of meaning-making, which can be applied both to the activities and to the writing process. In this paper we take a closer look at meaning-making as a cognitive ability and suggest that above many characteristics mentioned as the necessary meaning-making environment, genre plays an important role. We also hypothesize that certain text genres can be an effective tool in making the process of writing meaningful. In this context the paper contains a brief concept analysis of students' argumentative essays.

Keywords: cognitive skills, essay writing, meaning-making, text genre

1. Introduction

The approach to academic writing as a meaning-making activity has been widely discussed for decades. Its theoretical background lies in the field of cognitive language studies. Meaning–making approach has practically formed into a separate research area that focuses mostly on the cognitive strategies involved in the process of writing and their pedagogical implications [1,2,3].

From psychological perspective meaning-making is viewed as a combination of structured mental processes, including long-term and short-term memory, and knowledge representation [1, 4]. EFL studies concentrate mostly on the pedagogical environment that enables meaning-making in academic writing [5]. Unlike the existing traditional approach to writing as a product that allows learners to transform a sample text, meaning-making tends to make them active constructors of its meaning. In this paper we give a brief overview of the approach and attempt to discuss the influence of genre on students' performance in meaning-making writing activities.

2. Theoretical ground of meaning-making and practical experience

Thinking is estimated to be the same in any language, thus giving mental processes a universal status. As Johnson-Laird claims, there is no "wrong" mental competence but there are inappropriate inferences about the situation, which lead to the misunderstanding of the written text [4].

In cognitive linguistics a language is understood as a set of cognitive skills or competence that allows structuring, storing, and communicating knowledge. The most general forms of knowledge representation are concepts that have different levels of abstraction and are expressed in meaning. Consequently, the cognitive and language principles of creating and communicating meaning are formed by individuals [6].

Such principles are only effective when dependent on the writer's perceptual ability of the environment he is engaged in [1]. The interaction with the environment serves as a starting point of meaning-making. According to Kellogg, writing as meaning-making is connected with the cognitive strategies of collecting knowledge, planning ideas, making ideas a single text with further reviewing [1, p. 25].

A similar set of strategies was described in the context of composing in writing by T. Silva. They included formulating and generating ideas, revising, backtracking, text generation, noticing, and summarizing [3, p. 71]. Among the many foci of teaching to write meaningful texts the author mentioned rhetorical strategies, the context and the text genre, which A. Cumming included into the institutional context [2] In modern cognitive research on mental models, however, there is a tendency to exclude genre out of the characteristics of the writing environment, shifting the accent to its social and cultural features as the core of a mental model [1, 7].

All the strategies mentioned by Kellogg as key for meaning-making are connected with information processing. In particular, collecting knowledge and reviewing a text presupposes retrieving relevant information from memory. Planning deals mostly with transforming information into ideas and organizing them to make a text according to the set goals [1, p. 26-32]. On the other hand, meaning-making is closely connected with narration and stories as the main source of information. The author claims that they "provide a structure for making sense of life experience" [1, p. 43]. A narrative structure makes meaning-making easier due to the highly structured information, as it has the sequence of events or experience (the environment), and establishes causal connections among them. The priority of narration in meaning-making activities is also analyzed in some other papers on the topic [5].

The obvious connection between the genre of narration and meaning-making writing activities still poses a question for EFL tutors and methoodlogists. In what way does the meaning of the text depend on the text genre? Is it possible to say that some formats of academic writing are less effective for making meaning than the others? We suppose the issue needs further detailed research, though some rough illustration could be given in this paper.

We analyzed five students' argumentative essays in English answering the question *Would you like to be a parent of a genius?* During the task they had to follow a plan, present their arguments and draw a conclusion. The goal of the written task was to express personal attitude to the problem of children prodigies. The qualitative representation of the words and their relations in the written texts was made automatically by the *Tropes* computer program for semantic text analysis. The program also allows marking basic concepts that represent the meaning. They were easily traced through the "scenario" option. The results are presented in table 1.

Table 1. Essay concept analysis (argumentation format).

Concept name	People and persons	Behaviours and feelings	Properties and characteristics	Other concepts	Health and casualties	Numbers and dates
essay1	family and				life and	

essay	people and persons	behavior and feelings	properties and characteristics	thinking and cognition	health and casualties	numbers and dates
	genealogy; social groups; young persons	Feelings (happiness)			destiny	
essay 2	family and genealogy; social groups; young persons		smart, normal	thinking and cognition		
essay 3	family and genealogy; social groups; young persons	Feelings (happiness)	special			
essay 4	family and genealogy; social groups; young persons		extraordinariness	thinking and cognition crisis and conflicts		date
essay 5	family and genealogy; social groups; young persons	feelings (joy and happiness)		thinking and cognition, ability and intelligence		

The results of concept analysis showed that four out of five essays had three basic concepts in their structure. Only one of the five essays included four concepts. Each of the concepts had several categories. For example, the categories of the concept *people and persons* were alike in all five essays. In spite of similar cognitive structures, the students used different language means of their representation.

The concept *behavior and feelings* appeared in three essays with the only category of "joy and happiness", while the concepts of *properties and characteristics, thinking and cognition* were noticed only in two papers. Interestingly, but the concept of *health a casualties* realized in the category of "life and destiny", which does not seem to be relevant to the topic, was represented once. The same could be said of *numbers and dates* that reflected personal experience of a writer.

The quantitative analysis of the scenarios showed that written texts had complex contents. Most of them used similar cognitive principles to form arguments. The fact makes it clear that the format or genre is not the factor to prevent student from creating meaning. On the other hand, the follow-up discussion revealed that some students had difficulties in identifying the goal of the written text and generating original ideas. We suppose it could be partly explained by the fact that the format of presenting ideas in writing (argumentative essay) was not what students thought to be natural or taken from personal experience but rather what the task recommends them to do. It is still difficult to make conclusions about the effectiveness of different genres in a meaning-making writing activity, but we tend to partly agree with Kellogg on stories and meaningful writing.

3. Conclusion

In this paper we attempted to give a brief overview of meaning-making as a modern trend in EFL teaching to write. Different research in the area suggests that meaning-making activities develop learners' cognitive abilities to collect knowledge, plan, organize, and review ideas in a written text. The cognitive abilities

are best developed in the environment the writer faces, which is social, cultural, and pedagogical. As well as the context of writing, text genre plays its role in meaning-making activities. The most evident genre to activate personal practical knowledge is narration. Nevertheless, other genres like argumentation are not devoid of active meaning-making potential. A brief analysis shows that meanings represented in concepts in an argumentative essay could be rather various. Finally, the relations of text genre and the effectiveness of meaning-making format for writing activities need a further detailed study.

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СМЫСЛОВОЙ ПОДХОД К ОБУЧЕНИЮ ПИСЬМУ

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Аннотация
Неоднозначность подходов к обучению письму на иностранном языке вызывает определенные трудности у студентов и преподавателей. В настоящее время получила распространение тенденция развития когнитивных способностей студентов, позволяющих им создавать связные тексты, передающие единый смысл. Этот подход получил название смыслового, и рассматривается как в отношении процесса письма в целом, так и в отношении отдельных заданий. В статье анализируется создание смысла как когнитивная способность, а также ставится вопрос о роли жанра как неотъемлемого компонента учебной среды в рамках смыслового подхода. Высказывается предположение об эффективности отдельных жанров в создании письменных текстов, объединенных единым смыслом. С этой целью в статье приводится краткий концептуальный анализ аргументативных эссе.
Ключевые слова: когнитивные навыки, написание эссе, создание смысла, жанр текста

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PEER ASSESSMENT IN TEACHING
FOREIGN LANGUAGE WRITING SKILLS

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Abstract
The article is devoted to peer assessment implementing in a foreign language class in order to enhance writing skills. Mostly students demonstrate a positive attitude to peer reviews even if they contain constructive critics. Comments and recommendations from peers encourage further editing and motivate learners.
Keywords: peer assessment, peer review, writing skills

Introduction

Assessment is an important part of a learning process which can be conducted in several ways according to the teaching tasks. Diagnostic assessment helps to determine students' initial level of competences. Summative assessment is of help in case of evaluating students' academic achievement at the end of the unit or the course. Formative assessment is evaluation in the sake of learning and getting more progress and is the ''assessment that is specifically intended to provide feedback on performance to improve and accelerate learning'' [1, p 77]. Formative assessment can be done by the teacher or other students. Assessing of students' works done by other students according to assessment criteria is known as peer assessment, which is becoming more popular in terms of growing popularity of distant and blended forms of learning. Mostly learners demonstrate a positive attitude to practice of peer review [2]. Teacher's constant monitoring stimulates students' peer review activity as without monitoring learners tend to give useless reviews [3]. In other cases comments from other students were valuable and motivating [4] and in some cases were of bigger value than from the teacher and encouraged further rewriting [5]. The manner of the teacher's intervention has an impact on the degree of students' collaborative interaction and it is advisable not to use an authoritative tone but keep to modeling editing behaviours [6].

Research design and participants

The author conducted an experiment on peer assessment of collaborative essays on the bases of wiki-technology. 25 students (20 females and 5 males) of the 4th year at Biology department in Lomonosov Moscow State University took part in the experimental learning process in 2015-2016 years. Didactic potential of wikis gives a chance to organize collaborative group writing with further anonymous assessment. The assessment was done according to criteria developed by the teacher. First, the teacher organized a training session with collective assessment of sample essays, and then the students were divided into groups for collaborative writing. The students' works were written on closed wiki-pages which only the participants and

the teacher could see and edit. Afterwards, the essays were attached for assessment to other students' pages: both open to other participants and closed ones. At the end of the academic year a survey took place to find out what the students thought of peer assessment and what kind of emotions and results it led to.

Results

55% of the respondents had positive emotions, 10% - negative emotions and 35% had neutral emotions after reading their peers' reviews. Students were confident that their peers were even stricter in their assessment than the teacher as some of them tried to find every small fault. Four essays were written and directed to peer assessment (see Table). As for pros of peer assessment, in 73% of 91 reviews, they were positive and in 72% of cases reviews contained constructive critics how to make the written work better. Peer assessment taught the students to be more attentive to the structure, lexis and grammar used. In the process of peer assessment 65% of participants paid attention to the structure of other students' works and 64% of the interviewees were more concerned on arguments used to prove the chosen point of view. As a result, the students became more aware of what is expected to be in a good essay and did their best to meet the criteria.

Table "Peer review analysis"

Essay topic	Reviews containing constructive critics and recommendations for paper improvement (%)	Positive reviews (in %)	Useless reviews (in %)	Number of reviews
'Some people argue that humans are still evolving. What do you think of it?'	91	82	0	22
'Vegetarians are sure that soy protein can fully substitute for meat while doctors do not always agree with this point of view. To what extent do you agree or disagree with it?'	66	77	11	35
'Some people are sure that biological aging is genetically coded while others think it is the environment to blame. What do you think?'	66	62	7	29
'Some people are sure it is necessary to use all the benefits of the advanced medicine to support reproduction even of genetically disabled individuals while others think that only healthy specimens are worth living a long life. What is your opinion?'	80	60	0	5
Total:	73	72	7	91

Conclusion

Peer review is a prospective way of assessment. It has a positive influence on writing skills development and in many cases encourages further editing. The students point out that detailed answers are of a bigger value than marks without explanations. Nevertheless, there are some drawbacks of implementing peer assessment. It was found out that in some cases peer reviews were not motivating and discouraged further editing. More attention should be paid by the teacher to the rules of ethics of peer assessment and explaining how important it is for the students to be more objective to other students' works. The same goes for the manner of the teacher's intervention.

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ВЗАИМНОЕ ОЦЕНИВАНИЕ В ОБУЧЕНИИ ПИСЬМЕННО-РЕЧЕВЫМ УМЕНИЯМ НА ИНОСТРАННОМ ЯЗЫКЕ

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Аннотация

Статья посвящена применению взаимного оценивания для развития письменно-речевых умений на иностранном языке. В основном студенты положительно относятся к рецензированию их работ другими студентами, даже если комментарии содержат конструктивную критику. Комментарии и рекомендации от других студентов мотивируют обучающихся и способствуют доработке письменных отрывков.

Ключевые слова: взаимное оценивание, письменно-речевые умения

HAMT IN TEACHING POSTGRADUATES TO EDIT MACHINE-TRANSLATED ABSTRACTS TO RESEARCH PAPERS

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Abstract
Human-Aided Machine Translation (HAMT) as a pedagogical tool for language teaching is widespread today.In this paper an attempt of using HAMT in teaching postgraduates to edit machine-translated abstracts to research papers has been made. A review of scientific papers on the use of Machine Translation (MT) for language teaching and learning purposes was conducted. Three editing phases of machine-translated texts and the error patterns made by a free web-based MT application Google Translate were identified. The three-stage model of organizing teaching process was proposed.
Keywords: MT, HAMT, pre-editing, "interactive translation", post-editing, three-stage model of teaching.

Introduction

Machine translation (MT) has been in development since the 1950s and it can be defined as "the use of computer applications to automatically translate texts from one natural language into another" [1]. Hutchins W. J. describes MT as "computerized systems for the production of translation, with or without human assistance or intervention" [2]. Currently MT systems are envisioned to facilitate the translator's work, in terms of efficiency and performance [3; 4].

MT is divided usually into Fully Automatic High Quality Machine Translation (FAHQMT), Human-Aided MT (HAMT), and Machine Assisted Human Translation (MAHT). In FAHQMT the system, unaided, produces a text for human revision of a quality comparable to a human translation. In HAMT the system translates the text aided by the translator to solve cases of lexical or structural ambiguity. In MAHT or Computer Aided Translation (CAT) it is the translator who translates the text aided by tools such as MT systems, multilingual word processors, online dictionaries and terminological databases, parallel texts or concordancers [5].

Talking about MT for language teaching and learning purposes, the use of HAMT as a pedagogical tool for teaching is widespread today.

One of the most suggested uses of HAMT consists of using the MT output as a *bad model* that is full of literal lexical and structural translations into the target language [6; 7].In contraposition with the *bad model* is the use of MAHT as a *good model*. This is feasible through the use of translation memories as language learning aids in combination with on-line dictionaries and thesauri and other corpus-based tools. All these instruments can be used by the student to check for accuracy, especially in relation to the use of complex grammatical or lexical structures including terminology, collocations and idiomatic expressions [8]. Another use of MT in the language class can be the practice of *translation quality assessment* [9].

The use of MT pre-editing [10] and MT post-editing [11; 12] in the foreign language class is also well-known.

We suggest the use of HAMT as a pedagogical tool for teaching postgraduates to edit machine-translated abstracts by a free web-based MT application Google Translate.

Materials and methods

It is not a secret that postgraduates (especially"hard science" postgraduates) often use free web-based MT applicationsduring the process of writing scientific papers to facilitate their work. It also makes their work less time-consuming. However, the effectiveness of HAMTuse depends not only on the technical parameters of any MTsystem, but also assumes that the users are bilingual, or at least competent in two languages, because HAMT use implies revision of the source text and the output "in the light of errors" made by the software.

Besides, for the teaching purposes it seems reasonable to teach postgraduates to edit machine-translated texts on the example of abstracts due to their small sizes and clear rhetorical and compositional structures.

Before designing teaching procedures we investigated the error patterns made by a free web-based MT application Google Translate. 20 abstracts to research papers in the field of nanotechnology were studied and their analysis helped us to identify the major difficulties encountered by postgraduates:

mistranslation of prepositions,

incorrect translation of complex word combinations such as "noun + noun + noun",

 incorrect sentence structure with passive verbs (the predicate is often absent entirely),

incorrect structure of complex sentences (the predicate is often absent or used incorrectly).

An example of the analyzed abstract from the field of nanotechnology is given in Table 1.

On the basis of the obtained data a short training course on MT editing is suggested, the main objectives of which are the following:

(1) to introduce postgraduates to editing stages of machine-translated abstracts;

(2) to revise grammatical, lexical and syntactical features of English at postgraduates' level;

 (3) to practice reading comprehension, text production and translation skills into the target language;

(4) to improve error correction, critical thinking and self-evaluation.

Table 1

Source text in Russian	MT output	Target text in English
Рассмотрена полифункциональная добавка на основе гелеобразных дисперсий	Multifunctional additive is considered on the basis of the gel-like dispersions of carbon	*This article describes* the multifunctional additive based on gelled dispersions of carbon

углеродного наноматериала (УНМ) «Таунит», и изучено влияние ее количественного содержания на физико-механические свойства мелкозернистого бетона. Представлены результаты исследования морозостойкости мелкозернистого бетона, модифицированного гелеобразной дисперсией УНМ «Таунит». Рассмотрены основные гипотезы, описывающие формирование поровой структуры бетона под действием попеременного замораживания и оттаивания, и влияние особенностей строения наномодифицированного бетона на его морозостойкость и плотность. Наномодифицированный мелкозернистый бетон протестирован методом сканирующей микроскопии, который показывает, что процесс формирования его структуры происходит не только в результате армирования, но и роста кристаллогидратов, центрами которых являются частицы УНМ «Таунит».	nanomaterials (CNM) "Taunit", and studied the effect of its quantitative content on physical and mechanical properties of fine-grained concrete. The results *of the study* frost fine concrete, gel-like dispersion modified CNM "Taunit". The basic hypothesis describing the formation of the porous structure of concrete under the action of freezing and thawing, and *the effect of* structural features on its nanomodified concrete frost resistance and density. Nanomodified fine concrete tested by scanning microscopy, which shows that the process of forming its structure is not only a result of the reinforcement, but also the growth of crystalline, the centers of which are particles CNM "Taunit".	nanomaterial (CNM) "Taunit"; the effect of its quantitative content on physical and mechanical properties of fine-grained concrete is studied. The results *of research into* frost resistance of fine concrete modified with gelled dispersion CNM "Taunit" have been described. The *main* hypotheses, describing the formation of the pore structure of the concrete under the action of alternate freezing and thawing, have been considered; the influence of structural features of nanomodified concrete on its frost resistances has been examined. Nanomodified fine concrete was tested by scanning electron microscopy, which showed that the process of forming a concrete structure *is caused both by* its reinforcement, and the growth of crystalline hydrates, the centers of which are CNM "Taunit" particles.

Results and discussion

In the traditional view of Machine Translation (MT) the process of editing machine-translated texts can be presented as a three-phase process: pre-editing the source text, "interactive translation" and post-editing the machine output.

Table 2

Pre-editing the source text	*Preparing the source text for the machine*: ensuring somehow that the vocabulary and structures in the text are within the capabilities of the MT system, and changing them if they are not. This phase may also involve marking off portions of the text which should not be translated (proper names, figures and tabular matter), identifying different text elements which might merit different treatment by the system (running text as against section headings or figure captions), and so on.
"Interactive translation"	*The system suspends its processing to ask the user for clarification* of an ambiguity in the source text, or for a decision regarding a possible choice for the target text. In either case this uncertainty on the part of the system may be of a lexical nature, where the system needs to distinguish two interpretations of a word in the source text, or to choose among alternative translations in the target text. The interaction might be of a more syntactic nature, for example where an expression in the source text is ambiguous, or where there is a choice of alternative constructions in the target text.
Post-editing the machine output	*The overall process involves the revision of the output from the MT system*. Post-editing can be "interactive" too (MT system can "help" the post-editor by drawing attention to potential errors). Otherwise, post-editing may occur "off-line" in much the same way as a translation produced entirely by a human revised by a colleague or supervisor.

As we can see humanintervention in the machine translation processis expected at three points: *before, during, and after the process*. It is also worth to note that these three phases are quite separate and happen in sequence.

In accordance with the set objectives and the aforementioned three-phase editing process a model of teaching postgraduates to edit machine-translated abstracts can be presented as a three-stage model.

Table 3

The first stage	studying differences between English and Russian academic styles causing inadequacy problems in editing; revising grammatical, lexical and syntactical features of academic English at postgraduates' level; majorerrors made by a free web-based MT application Google Translate; introducing postgraduates to three-phaseediting process.
The second stage	- editing abstracts to research papers under teacher's supervision (pre-editing the source text, "interactive translation" and post-editing the machine output)
The third stage	- independent editing abstracts to research papers (pre-editing the source text, "interactive translation" and post-editing the machine output)

The second and the third stages assume the use of such strategies as rewriting and paraphrasing, self-correction, guessing and inferencing, reflecting, use of synonyms and cognates or considering different alternatives for correction.

Conclusion

To summarize, the Human-Aided Machine Translation (HAMT) can be used as a pedagogical tool for teaching postgraduates to edit machine-translated abstracts to research papers. We suggest a three-stage teaching model, which undoubtedly requires further elaboration in terms of content conceptualization and teaching techniques.

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ОБУЧЕНИЕ АСПИРАНТОВ РЕДАКТИРОВАНИЮ АННОТАЦИЙ К НАУЧНЫМ СТАТЬЯМ ПРИ АВТОМАТИЗИРОВАННОМ ПЕРЕВОДЕ

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Аннотация

Сегодня автоматизированный перевод как педагогический инструмент обучения широко распространен. В данной работе предпринята попытка использования автоматизированного перевода при обучении аспирантов редактированию аннотаций к научным статьям. В статье представлен обзор научных работ по использованию машинного перевода в обучении иностранному языку. Три фазы редактирования автоматизировано переведенных текстов, и шаблонные ошибки, полученные при использовании бесплатного веб-приложения Google Translate, были идентифицированы. Предложена трехступенчатая модель организации учебного процесса.

Ключевые слова: машинный перевод (МП), автоматизированный перевод (АП), предредактирование, «интерактивный перевод», постредактирование, трехступенчатая модель обучения.