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FORMATION OF COMMUNICATIVE SKILLS OF BUSINESS COMMUNICATION IN THE PROCESS OF FOREIGN LANGUAGE TEACHER'S PREPARATION

The article deals with the methods of mastering business communication with students of higher education institutions, as well as the basic linguistic aspects of business English. Based on the analysis of the latest relevant research, the essence of the concept of "business" English is clarified. The directions of work on solving this problem are outlined. The linguistic problems of solving which are the main ones in the use of business English are identified. The main aspects of the use of business English at the level of intercultural communication are identified. The basic styles of communicative behavior in business are outlined. Purpose of the article is to clarify the essence of the concept of "business" English, to give characteristics of the basic methods of mastering business communication, to substantiate their practical implementation at the level of intercultural communication. The practical significance is to indicate that business foreign language is a real means of communication through which he can express himself as a person. In the course of teaching students, it is necessary to identify typical situations of business communication in a specific field of activity and, first of all, to formulate practical skills and understanding of business language. Thus, future specialists should master the skills of practical communication in English, casual and professional subjects.

Keywords: business English, teaching methods, professionally oriented environment, linguistic aspects.

Formulation of the problem. At the present stage of development, when the world economy is experiencing a period of globalization, the issue of mastering English business communication skills becomes especially relevant. Currently, English is widely used in business communication to solve business issues. For this reason, the society puts forward certain requirements for the higher vocational education system, in particular for the training of professionals in the field of business English. Thus, future professionals should master the skills of practical communication in English, monologue and dialogues in general economic, domestic and professional subjects.

Analysis of recent researches and publications. Analysis of current researches and publications of such linguists as S. Donnel, T. Astafurov, E. Miroshnychenko, P. Donets, V. Kremen, S. Ivannikova, I. Zimnya, G. Kunts, L. Morska, G. Savchenko makes it possible to determine the main directions of demands that are put forward by society and the state, as a social order. Therefore, high school is designed to satisfy the following demands of society:

- prioritizing the use of business English for intercultural communication;
- creation of personnel structure, corresponding to the current level of development of society, and basic directions of industry;
- improving the flexibility of the structure of vocational education and the possibility of its adaptation to current needs of work [2, p. 14]

Formation of intercultural competence in higher educational establishments is described in the works of I. Pluzhnyk (for students of humanities), G. Kopyl (for the future specialists of international economics), T. Kolodko (for the students of foreign languages).

Purpose of the article: to clarify the essence of the concept of "business English", to suggest features and characteristics of the basic methods of mastering business communication, to substantiate their practical implementation at the level of intercultural communication.

Research results. It is extremely important to develop the necessary communication skills in the areas of situational and professional communication, both in writing and speaking, to enhance the student's overall culture and to develop communication skills. The acquisition of the above qualities requires the formation of a new higher education system, which is focused on the implementation of the ideas of humanization in the practice of higher education, the fundamentalization of the personal and activity approach.

Considering that changes in the structure of international relations, globalization and migration processes have helped to rethink the purpose of learning foreign languages, the motivation to master English as a means of international communication has also changed.

Changes in the political, social, cultural and economic life of the

country and the world require high efficiency of training highly qualified personnel as a whole and preparation of professional activity in particular. It is from the level of culture of business communication that the successful activity of specialists of many directions, economic, political, social, which must be able to navigate in different linguistic situations, to choose the necessary means and methods of communication, correctly and logically express their thoughts, depends on a large extent. The modern specialist should possess wide erudition, professionalism and valuable outlook. But the most basic requirement today is a combination of narrow professionalism and versatility.

Teaching students a foreign language, the teacher sets the main task - the choice of teaching method. In the works of I. Rakhmanov the history of methods of teaching foreign languages was described in details. Finding the most productive method is a major methodological problem in learning foreign languages. In different historical periods of development of society different historically conditioned teaching methods were used. Thus, the grammar-translation method, in the 18th-19th century, paid attention to the study of grammar, which is the opposite to the lexical-translation method, where the focus was on the study of vocabulary. Reading and translating texts became the main purpose of the grammar-translation method. The study of grammar is the essence of this method. The list of students' skills should include: understanding of grammatical rules and their application in practice, ability to explain the use of grammatical constructions in texts. In contrast to the grammatical-translation method, the lexical-grammatical method advanced the study of vocabulary as the main task. New words were learned. As it turned out, both methods had their drawbacks. The first method we had described was omitting the acquisition of language and communication. Nowadays, in the process of learning foreign languages, much attention is paid to the Europeanisation of the content of training, which includes:

- tolerance towards other cultures ("culture without borders");
- expanding knowledge of pan-European values (striving for non-violent settlement of international and socio-cultural conflicts);
- deepening knowledge of lifestyles in European and Eurasian civilizations in the context of cultural dialogue;

Business English is generally regarded as Business English, for the professional communication of economists, bankers, and the like. However, looking at the topics listed in the list of Programs for English for professional communication, we conclude that business English, should be taught by the students of all disciplines, because in the future they will have to take up contracts, assignments to work, not to mention having a small business, etc. [4, p.21]. As you know, learning any foreign language includes four aspects: pedagogical, methodological, linguistic

and socio-psychological.

Changes in the teaching of general English have influenced the expansion of the range of oral topics, the use of the communicative method, in the process of teaching business English, its linguistic aspects have been beyond the scope of research. At the same time, significant changes are taking place in English as the language of international cooperation. Yes, the number of so-called "international words" is increasing. They need additional explanation when translating. These are words such as PR (public relations), image-maker, exit-poll (exit polls).

Teaching methods change according to the new requirements set out in the Pan-European Education Guidelines. Thus, at the end of the twentieth century, the methodology of teaching foreign language was a communicative approach, and because of the need to work with documents, conduct business correspondence and negotiations, the search for modern methods of teaching foreign languages is greatly expanded.

The results of G. Hofstede's research, which identified the dimensions of interculturalism that have an impact on the sphere of business, became widespread: female / male, distance to power, avoidance of uncertainty. He also described important points for the British in dealing with representatives of other cultures: time; public and private sphere; directness and courtesy; status; observing deadlines; the advisability of addressing the name.

According to a survey of students and teachers who have completed a language internship abroad, each country has its own priorities for communicative behavior in business. Many are verbal. This is where the combination of intercultural and linguistic factors is embodied, because socialization, conversion, directness, require the knowledge of clichés and colloquial formulas through which collaboration and understanding become possible. That is why, recently, the use of role-playing games with the use of different forms of treatment,

which force students to act differently in different situations, taking into account the specific communication behavior of different countries. Encouraging action, expressing information or feelings are one of the main purposes of language use. Different approaches are used to achieve them: discussions, conferences, role-playing games. Of course, without an independent work, it is almost impossible to achieve significant results. In order to memorize and organize the new vocabulary, the following methodical techniques are offered: think-pair-share, brain storm, pair interviews.

Conclusions and prospects for further research. As a result of our research, it was determined that the concept of "business English" should be supplemented with components that reflect the features of professional communication. Knowledge of the peculiarities of the national character and the norms of communicative behavior of the people with whom the business relations are planned are fundamental in the teaching of business English. Therefore, the training of future specialists of non-linguistic specialties of business English is an integral component of their education, without which qualitative training of specialists who would be competitive in the new conditions of European integration policy of Ukraine is impossible. The efforts of the teacher should be directed to teaching students the communicative skills of business communication, the reproduction of linguistic situations that would contribute to the effective learning of lexical material, teaching the basics of business correspondence. In addition, the teacher must convince the student that a foreign language is a real means of communication, through which he can express himself as a person. In the course of teaching students, it is necessary to identify typical situations of business communication in a particular field of activity and, first of all, to formulate practical skills and understanding of business language.

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В статті досліджено методи оволодіння діловим общенням со студентами высших учебных заведений, и основные лингвистические аспекты делового английского языка. На основе анализа последних актуальных исследований уточнена сущность понятия «деловой» английский язык. Указано направления работы по решению данной проблемы. Определены лингвистические проблемы решения которых является основным в использовании делового английского языка. Определены основные аспекты в использовании делового английского языка на уровне межкультурного общения. Определены основные стили коммуникативного поведения в бизнесе.

Ключевые слова: деловой английский язык, методы обучения, профессионально ориентированная среда, лингвистические аспекты.

Стаття присвячена аналізу особливостей фахової підготовки майбутнього вчителя-філолога в процесі вивчення окремих фундаментальних лінгвістичних дисциплін. В статті узагальнено характеристику змісту лінгвістичної підготовки майбутнього вчителя-філолога; здійснено аналіз навчального плану підготовки філолога - майбутнього вчителя іноземних мов; навчально-методичного забезпечення для фахової підготовки майбутнього вчителя-філолога в процесі вивчення окремих фундаментальних лінгвістичних

дисциплін, особливостей підготовки вчителів-філологів у зарубіжних країнах, обґрунтовано особливості фахової підготовки майбутнього вчителя-філолога в процесі вивчення таких окремих спеціальних лінгвістичних дисциплін, як «Вступ до германського мовознавства», «Історія англійської мови», «Історія лінгвістичних вчень» «Актуальні проблеми англійської філології», «Практика усного та писемного мовлення». Охарактеризовано чинники, які впливають на якісну професійну підготовку майбутнього вчителя філолога, також обґрунтовано роль мовної, лінгвістичної, психолого-педагогічної та методичної складових, що є результатом вивчення певних лінгвістичних дисциплін, та їх вплив на підготовку майбутнього вчителя іноземної мови. На основі досвіду узагальнення характеристики змісту лінгвістичної підготовки бакалаврів в університетах Швейцарської Конфедерації, зазначено про активне використання полікультурного підходу (англійська мова вивчається в контексті розуміння її як засобу взаємодії в умовах освітньої та культурної інтеграції народів світу та засобу конструктивно діалогу в державі), виховання ціннісного ставлення до культурної та мовної інакшості. Обґрунтовано розуміння та використання мови як засобу спілкування, та компетентнісного підходу, в процесі якого формуються лінгвістична та соціокультурна компетенції.

Ключові слова: лінгвістична підготовка; конкретно-мовні характеристики; лінгвістичні дисципліни; лінгвістична компетентність; спеціальні знання.

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ORGANIZATION OF INDIVIDUAL WORK OF STUDENTS IN THE PROCESS OF READING WORKS OF ENGLISH AND AMERICAN LITERATURE

The article under consideration throws light upon the problem organization of individual work of students in the process of reading works of English and American literature. The article explains the role of independent work in shaping the professional competence of the future teacher; it is proved that individual work is the main means of mastering the educational material in extra time because it is aimed at finding the necessary information, meaningful and creative perception of it; forms and types of the analyzed work are determined, methodological support that determines the effectiveness of its organization; the stages of formation of students' skills of independent work are characterized, importance systematic control of its quality; named types of independent work in the process of mastering the Ukrainian language and methods of teaching it; linguo-didactic tasks governing the interaction between subjects are illustrated educational process, stimulate the formation of professional qualities of a philologist.

Key words: individual work, forms and types of individual work, reading competence, systematic quality control, methods of organization.

Formulation of the problem. The main condition for successful performance of individual work is careful planning and control on the part of the teachers, because of the fruitfulness independent work of students is, first of all, the result of constant interaction between student and teacher-leader. That is why it is a priority goal not just to relay knowledge but also to stimulate it students' research and cognitive activity.

Original art work is initially relevant in the university a kind of work aimed at mastering a foreign language that promotes deepening educational process. It is the task of successfully preparing foreign language teachers (including English) cannot be resolved beyond the teaching of reading arts works in the process of attracting students to universal values, presented in the field of literature. Logic-cognitive aspect of the process of reading artistic works aimed at disclosing the author-image-reader system, facilitates the processing of the extracted from the text of information, the development of imaginative thinking. Reading works of art also provides the ability to master effective writing skills (ways to build sentences, paragraphs, writing thematic messages), it forms the basis for development interesting topics, stimulate such a form of work as a discussion. Equally important are the points enrichment of vocabulary, activation of grammatical phenomena, widening of horizons, deepening erudition and substantially raising the cultural level, which is one of the requirements of qualification characteristics of the modern teacher.

Analysis of recent research. The problem of organization of individual work has been investigated in the research works of S.I. Arkhangelskyi, V.K. Buryak, E.Y. Golant, I.P. Drozdova, O.V. Malikhin, V.M. Nagaev, R.A. Nizamov, O.I. Potapenko, T.V. Symonenko who consider the analyzed issue, on the one hand, as a kind of activities that stimulate independence, cognitive interest in the subject under study, the impetus for advanced training, and on the other - as a system of pedagogical conditions that ensure successful management of students' individual activity.

The article under consideration aims at considering the specificity and problems of organizing students' individual work and determining the effective methods of its organization taking into account

the works of English and American literature.

Results of investigation. So, reading works of art in the original is one of the means of learning a foreign language in all its aspects: reading itself, verbal (monologic and dialogic) speech, listening and writing; their content is not can only be considered as a social, historical and artistic aesthetic content. Of features of linguistic material of artistic texts, they are differentiated by the nature of assimilation (active and receptive, for independent guess); by functional and stylistic affiliation; on the semantic load of lexical units in the work being processed (essential or not essential for deep understanding); by the degree of complexity (spelling, phonetic, semantic) of lexical units, knowledge of which is necessary for a complete understanding of the read.

Reading works of art in the original is a complex and multifaceted work that requires consideration of both oral and written practice as well as stage the reader's education and interests, his or her level of awareness, and level of preparation for the perception (with a view to further processing) of the information containing the text. IN so-called "background knowledge" plays a significant role in this context. They are divided into universal knowledge (knowledge of the world in which a person lives and the processes that occur in it); area knowledge (knowledge inherent in groups of people in a place residence) and knowledge pertaining to global culture. To background knowledge also includes information about the previous and next parts of the artwork without which it is available it is not possible to have a good understanding of the passage in question. According to the training stage both the process of reading and understanding the artistic text is organized.

Thus, at the initial stage of learning, text comprehension is mainly through complete decoding, when content is determined by the grammatical knowledge and lexical units already learned, and largely by the search of vocabulary for the purpose of completing the content. This kind of reading tends to be transformed in the process of further mastery of the language to partial decoding of a read work, when most of the material is perceived directly and the other still needs decoding. When students have a high level of knowledge of a foreign language, "reading" information is instantaneous due to the available lexical and grammatical



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