

SPECIFICS OF TEACHING HISTORIANS BUSINESS ENGLISH COURSE

The article presents the main ideas and methods of teaching future historians Business English course for developing their professional skills and gives recommendations how to make it more effective and helpful. The article proves that the course of Business English is an essential part of penetration into a foreign business culture which gives students an opportunity to solve their future professional problems successfully and productively.

Key words: *intercultural ties; language competence; interdisciplinary knowledge; developing one's worldview; modelling professional or business situations.*

Actuality of the study. Nowadays Ukraine is expanding its intercultural ties in the sphere of science, culture, industry and education. Growing number of international contacts, activation of world and European integration processes and interest in Ukraine as a potential partner place new aims and tasks for higher educational establishments of Ukraine to use more effective and resulting methods in preparing specialists, who are able to meet the needs of the modern world community. A foreign language is an inseparable part of professional activity because academical and labour mobility are expanding, there are common world educational standards, it is important to communicate with foreign specialists, to establish professional-business and personal relations with partners from all over the world, to read and understand various publications containing new data in a foreign language. The process of studying a foreign language should be aimed at developing students' linguistic abilities and forming professionally oriented foreign language competence. The general notion of competence includes correspondence to certain demands, established by standards and criteria in different spheres of activity, possession of active knowledge, ability to firmly achieve results and manage the situation.

Analysis of publications. The necessity of using new approaches and methods of teaching English has become critically urgent. A foreign language encourages achieving practical aim – mastering the language for professional and business communication; educational aim – gaining disciplinary and interdisciplinary knowledge, mastering professional and non-professional skills and cultural enrichment; educational purpose – scientific worldview development, forming moral norms, responsibility and tolerance; developing aim – intellectual, motivational and emotional spheres of a personality formation, personal reflection (ability to analyze one's own actions and feelings) and self-awareness (conscious knowledge of one's own character, motives and desires). A foreign language is responsible for cognitive, psychic and personal development of a person learning it.

The issues of teaching English for Specific Purposes are paid attention to by many foreign and Ukrainian scientists: J. Cummings, T. Dudley-Evans, C. Johnson, M. Ellis, C. Kennedy, R. Boltio. The researches by S. Kozhushko, N. Sura, O. Tarnopolsky, L. Morska and others are devoted to teaching English for Specific Purposes in Ukraine. A great number of scientists focus their attention on researches dedicated to business speaking: D. N. Aleksandrov, S. E. Fedorov, L. I. Shapiro, L. A. Vvedenskaya, V. P. Sheinov, G. Z. Apresian, S. F. Ivanova and many others. They discuss the main rules of behaviour while making a speech, the importance of taking into account the target audience, the most typical mistakes to avoid, the influence of non-verbal communication on the result of speaking, the ways to overcome stage fright, typical for the majority of people, and many other important issues. The essence of the course of Business English for historians lies in practicing future members of the global community, ready for interaction and self-realization in the world of competition and challenges, which young people are to come across after their graduation.

One of the important issues of teaching future professionals is a well-planned and well-organised independent learning process which is not so strictly controlled but lets students choose their own style, pace and even selection of material as they are already experienced enough in gaining knowledge. Regulations on the organization of the educational process in universities, approved by order № 161 by Ministry of Education and Science state independent learning as the major means of students' gaining knowledge in their extracurricular time [4]. Developing skills of independent search activity, taking responsibility for decision making and coming out of crisis situations is a part of educating future professionals. The idea of independent learning is in the circle of attention of many Ukrainian scientists – A. Aleksiuk, Yu. Babanskiy, B. Kozakov, I. V. Markova, V. Onyschuk and others. In I. Zadorozhnaya's opinion independent process of learning a foreign language in

Ukraine is aimed at a practical purpose and implies developing, educational, and profession-oriented constituents. [1] At Business English classes students have an opportunity to choose material relevant to the discussed topic and present it to their groupmates in various forms – reports, dialogues, presentations and others.

The process of learning a foreign language should be based on a high level of internal or personal motivation and on the knowledge gained during the study of specialized disciplines. Psychophysiological aspect of the motivation (inducement) notion is actualized necessity, i.e. motivation is the most important aspect of the functional system that determines goal-oriented behaviour. Problems of motivation have been studied in the works of such scientists as B. G. Ananiev, E. P. Ilyin, A. K. Bozhovitch, A. A. Rean, O. S. Grebeniuk, V. G. Aseev, A. K. Markova, P. M. Yakobson. All the scientists emphasize the necessity of making clear the most favourable conditions connected with positive attitude to self-development forming and self-educational process. Specificity of professional activity determines the ways of mastering a foreign language communication. Understanding of the necessity to gain a foreign language knowledge, to develop one's own worldview and get skills of communication makes a positive inner motive [2]. As practice shows, the most powerful means of creating positive motivation is involving students into intellectual activity with elements of competition. Therefore, the main thing is to keep constant interest to activities, changing them on time and choosing topics which correspond to students' interests of this very specialisation.

Purpose of the article. The article is aimed at describing the specifics of teaching Business English course for historians and using some methods that can give most positive result encouraging students' participation in future professional and business situations and in such a way promoting Ukraine's European integration and international cooperation.

The main body. The course of Business English for historians unites the students' professional field of interests and the process of language mastering and further development of linguistic competence, it contains topics which stimulate their ability to compare, express their opinion and make conclusions. The skills of interactive communication are improved while studying – effective speaker-audience communication, use of appropriate information resources, verbal and non-verbal means of communication, decision-making and tolerant attitude to an opposite opinion. Modelling of professional situations at a foreign language classes encourages educational activity, causes interest in professional issues, enriches knowledge potential, develops communicative competence along with creative properties. For example, mastering of the topic of «Changes in Etiquette» gives students-historians the opportunity to compare basic rules of public behaviour in the past and today and explain, why some rules were preserved while others have disappeared with time. They come to conclusion that the notion of moral norms, tolerance and desire not to offend the public remain essential and people around the world keep the rules which support these aspects. While

studying the topic «Culture Shock» they learn about the main problems people face entering a foreign community, offer their own solutions of awkward situations and ways to minimize cultural differences.

Mentioning the four main language competences in auditing, speaking, reading and writing it is worth saying that the course of Business English for historians gives an opportunity to develop all the abovementioned. Students listen to different types of job interviews and decide which of them were successful and which were not. They discuss the typical mistakes and suggest their own variants of answers. Each student may deliver a speech of his/her own and practise oratory skills, or participate in a dialogue or a polilogue. One of the effective means of causing students' interest and attracting attention to the issue is the use of business games. Modelling professional or business situations provides creative atmosphere and desire to participate in discussions, solving problems, case studies and so on. Such methods of teaching contribute to future business communication with potential partners and colleagues from abroad and promote international cooperation [5]. Role-play when one of the students takes the role of an employer or a head hunter and another one is an applicant helps them practise a real-life situation of applying for a job and prepares for future similar situations in their professional life. They participate in discussion concerning proper and improper questions to ask, and learn how to answer «difficult» questions, for example questions concerning payment, salary or tips. Modelling business situations «At the airport», «Booking tickets», «Hotel room reservation» and others the students practise oral speaking skills (both dialogues and monologues) which are of great need in every day business life. Learning the main rules of telephone etiquette causes students' interest because our every day life is closely connected with this activity, but people seldom think about the rules in this type of communication which can create awkward situations in business sphere. The discussion «Which business I would like to start» not only gives an opportunity to develop language-speaking skills, but also makes a platform for thinking over their possibilities in future professional activity and defines circle of interests. With the help of business games students acquire some professional skills and get rid of so-called stage fright – being afraid of speaking in public and avoiding communication. In future it may help them avoid embarrassment, respond quickly, fearlessly and with dignity, without being at a loss and feeling uncomfortable.

Exposing students to a variety of business related texts helps them develop more effective reading skills. Readers sharpen their reading, vocabulary-building, and language analysis skills. Reading practice introduces students to reading skills such as skimming and scanning, vocabulary-building strategies such as finding synonyms and using phrasal verbs, and language study topics. It is necessary to encourage students to read actively; learning unknown words, writing questions, and taking notes are the ways in which students can make reading a more active and meaningful experience. Encouraging students to use context to guess the meaning of unfamiliar words develops their ability to use their background knowledge.

Background knowledge plays an important role in reading comprehension. An important goal is to let students use information they have already acquired from other sources. It is also important to call students' attention to the meaning the author puts into context, to pay attention to extra ideas they can acquire from the text. The process of discussing questions and answers gives students an opportunity to check their comprehension more critically and analyze their reactions to the content.

We are strongly positive that good readers make good writers. Reading helps students develop writing skills, while writing experience helps students become better readers. Writing a CV is a useful activity which helps to sum up their best qualities and achievements and avoid unnecessary unimportant information, which is not relevant to the applied post. The most typical mistake in writing a CV is the desire to list everything possible without selecting the major facts which students learn to get rid of. During the course of Business English students

study different types of correspondence and different styles of writing. With the help of business correspondence, namely writing different types of letters, for example complaint letters, order letters or thankyou letters students learn to respond adequately in case of necessity to complain of bad quality goods or service, or order some goods, books or anything required, or to thank for some favour or kindness. E-mailing can also be focused on being an important part of business communication.

Conclusion. Business English course teaching based on great inner motivation, independent learning, business games and modelling professional situations should become a step to forming professional qualities, which can make the basis of successful career in future. Students will be able to apply these skills in the sphere of professional and business activity and in such a way contribute to international communication and cooperation. The abovementioned activities also can be applied by students in their personal communication.

References

1. Задорожна І. П. Модель організації самостійної позааудиторної роботи майбутніх учителів з оволодіння англійською комунікативною компетенцією. Наукові записки. Серія : Педагогіка. 2012. № 2. – С. 67–73.
2. Занюк С. С. Психологія мотивації та емоції. – Луцьк, 1997.
3. Котова А. В. Основні принципи організації самостійної роботи студентів з англійської мови. Викладання мов у вищих навчальних закладах освіти на сучасному етапі. Міжпредметні зв'язки. Наукові дослідження. Досвід. Пошуки. 2012. № 21. – С. 75–81.
4. Положення про організацію навчального процесу у вищих навчальних закладах : Наказ Міністерства освіти України від 02.06.1993. № 161. Вища освіта : нормативно-правові акти про організацію освіти у вищих навчальних закл. III–IV рівнів акредитації / укл. М. І. Панов, Ю. П. Битяк, Г. С. Гончарова та ін. ; за ред. проф. М. І. Панова. Харків, 2006. – С. 197–206.
5. Sura N. A. Interlanguage professional competence : the main principles and components of the process of teaching professionally oriented communication. Visnyk of Lugansk T. G. Shevchenko state pedagogical university. 2003. № 4. – P. 190–192.
6. Смолянина Е. А. Английский язык для историков : учебник и практикум для академического бакалаврата / Е. А. Смолянина. – Москва : Издательство Юрайт, 2018. – 286 с.
7. Федоров С. Е., Шапиро А. В., Шульгат Л. И. Английский язык для историков. Учебник для бакалавров. М : Изд-во Юрайт, 2019. – 449 с.
8. English Language for Professional Communication / G. E. Bakayeva et al Kyiv : Lenvit, 2005. – 199 p.

Г. Ю. Гриженко,

ЧНУ ім. Петра Могили, м. Миколаїв, Україна

СПЕЦИФІКА ВИКЛАДАННЯ КУРСУ «ДІЛОВА ІНОЗЕМНА МОВА» ДЛЯ МАЙБУТНІХ ІСТОРИКІВ

Стаття присвячена обговоренню специфіки викладання курсу «Ділова іноземна мова» для майбутніх істориків і надає характеристику найбільш дієвих методів залучення студентів до активної діяльності під час занять та шляхів досягнення найкращих результатів. На думку автора, курс «Ділова іноземна мова» має ґрунтуватися на формуванні, насамперед, позитивної мотивації до ділового та професійного спілкування, на правильному співвідношенні академічної та самостійної роботи студентів та на активному застосуванні ділових ігор та моделюванні професійних ситуацій. У статті надано приклади тематики обговорення бізнес питань під час навчання, можливостей використовувати міжпредметні знання, отримані раніше, та можливостей використання різних видів мовних компетенцій для досягнення успіху.

Студенти засвоюють теоретичний матеріал щодо правил ділової поведінки і навчаються не допускати помилок, що можуть призвести до непорозуміння і навіть образи співрозмовника. Вони порівнюють правила поведінки та етикету народів різних країн і вчаться толерантному ставленню до культурних відмінностей та повазі до власних традицій. Студенти беруть участь у практичному засвоєнні ділових навичок, беручи на себе роль людини у пошуках роботи, або роботодавця. Таким чином вони практикуються не боятися складних питань, відповідати швидко та впевнено, вдумливо відбирати лише інформацію, релевантну до бажаної посади, бути гнучкими і змінювати стиль поведінки залежно від ситуації. Під час практики аудіювання студенти слухають різні інтерв'ю за участю носіїв мови і обговорюють стратегію правильної поведінки або допущені помилки. У майбутньому такий досвід може стати корисним у подібних ділових ситуаціях. Студенти також обговорюють, які питання та теми варто чи не варто піднімати під час ділового спілкування, наприклад, питання щодо зарплатні або чайових у ресторані або готелі. Вони вчать етикету телефонної розмови та етикету письмового ділового спілкування. Вивчення стилів листування надає необхідний досвід у діловому письмовому спілкуванні, наприклад, у написанні листа-скарги, листа-замовлення або листа-подяки, який є необхідним у діловій сфері. На думку автора, такі види діяльності під час вивчення курсу «Ділова іноземна мова» сприятиме формуванню необхідних навичок ділового та професійного спілкування і обов'язково стануть у пригоді у професійній сфері.

Ключові слова: міжкультурні зв'язки; мовна компетенція; міжпредметні знання; розвиток світогляду; моделювання професійних або ділових ситуацій.

**СПЕЦИФИКА ПРЕПОДАВАНИЯ КУРСА «ДЕЛОВОЙ ИНОСТРАННЫЙ ЯЗЫК»
ДЛЯ БУДУЩИХ ИСТОРИКОВ»**

Статья посвящена обсуждению специфики преподавания курса «Деловой иностранный язык» для будущих историков и дает характеристику наиболее действенных способов вовлечения студентов в активную деятельность во время занятий и способов достижения наилучших результатов. По мнению автора, данный курс должен основываться на формировании положительной мотивации к освоению материала для делового и профессионального общения, на правильном соотношении часов академической и самостоятельной работы и на активном использовании деловых игр и моделировании профессиональных ситуаций.

Студенты осваивают теоретический материал о правилах делового поведения и бизнес этикета и получают практические навыки письменного и устного делового общения – проведение рабочего собеседования при устройстве на работу, написание письма-заказа, жалобы или благодарности, заселение в отель и тому подобное. По мнению автора статьи, эти навыки понадобятся будущим специалистам в их профессиональной деятельности.

Ключевые слова: межкультурные связи; языковая компетенция; межпредметные знания; развитие мировоззрения; моделирование профессиональных или деловых ситуаций.

Рецензенты: Мещанинов О. П., д-р. пед. наук, профессор;
Гришкова Р. О., д-р. пед. наук, профессор.