

***BUSINESS ENGLISH TEACHING FOR STUDENTS NOT
MAJORING ENGLISH***

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Radical changes in various spheres of social interaction are the result of integration processes taking place in the world today. In education the challenging tasks were set in terms of greater mobility for students, more effective communication, better access to information, reaching deeper mutual understanding. According to IELTS standards language proficiency level B2 (independent user) is the target one for graduate students [1].

Since the situation at non-linguistic Universities experiences the lack of academic hours given for learning the target language this process does not result in providing the proficiency level mentioned, it should be noted that training and developing independent users in the course of Business English teaching there necessitates, uppermost, providing:

- 1) learning environment where students should be as autonomous as possible (or even independent) in the process of acquiring the target language and the communication skills in that language [2, 3];
- 2) tutorials facilitating the students to realize their personal potential by involving them into participation in role-plays, imaginative continuous simulations, projecting, presenting information having been searched by them by means of giving them and developing gradually their learning autonomy in the course of Business English learning;
- 3) teaching aids and materials serving as the source for selecting meaningful sociolinguistic and pragmatic information.

The above process should be based on the following fundamental assumptions as:

- a) totally communicative nature of all learning activities being suggested for practice;
- b) content-based learning underlying all the materials and learning activities being given in learning materials;

b) Internet-assisted learning with mandatory students Internet-search of up-to-date information concerning the themes being studied [5].

Taking into account the fact that teaching at the Universities (mostly being of group character) doesn't encourage introducing technologies taking into consideration language users' needs, it is obvious that learning process still needs to be optimized to correspond specific requirements intrinsic to those of certain tertiary schools .

The alternative for solving the above mentioned problem may be in rearranging the learning process by implementing in it the elements of the constructivist blended learning approach originated from practical experience in e-learning combining traditional classroom and web-based training and being designed for practical training. The above learning is being considered as "e-learning with a variety of other delivery methods for a superior learning experience" [4]. Blended learning has been defined as "a synergic learning structure, dynamically and organically combining into an invisible unity traditional classroom learning with online learning for creating a more flexible learning environment with the purpose of intensifying and facilitating the practical training process" [6]. Its introduction in learning process at tertiary school should be based on:

- 1) the principle of integrating English speaking, listening, reading and writing in the learning process;
- 2) the principle of learning materials authenticity;
- 3) the principle of authenticity of students' learning activities and learning communication;
- 4) the principle of developing students' informative competence in English.

The implementation of the suggested approach demonstrates a number of its advantages when teaching Business English:

- the great motivational potential of the students is being revealed as they are quite enthusiastic about doing creative tasks;
- the learning process to a great extent is being regulated and controlled by students themselves who are gaining their learner autonomy;
- students' informative competence is being developed in the course of their Internet-searching for appropriate information;

- the integrated skills of students are being developed when they try to solve pragmatic learning tasks.

All these advantages make the suggested approach a good aid in teaching Business English for students not majoring English on their way to become independent users of target language.

References

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