

CONTENT-BASED TEACHING OF BUSINESS ENGLISH

Summary: the approach for students of economic specialties learning based on the content has been substantiated in the article; the algorithm for role-plays/simulations and learning project introduction in learning has been proposed.

Key words: learner's autonomy, learning content, learning stages.

The creation of European Higher Education Area by 2010 (Bologna, 1999) sets the challenging tasks in terms of greater mobility for students, more effective international communication, better access to information and deeper mutual understanding [1, p. 28]. Accordingly, the action-based approach in teaching languages has been adopted as it enables to develop language competences and consider tertiary learners (language users-to-be) as “social agents” able themselves to fulfill language-related tasks [2, p. 9].

Nowadays the graduate of non-linguistic University should have at least the B2 level of independent language user according to up-to-date standards. Such a situation presupposes the need in new approaches working out for teaching Business English (BE) and English for specific purposes (ESP); introducing the innovative technologies in BE teaching enabling students to operate English language as the means of intercultural communication for solving the problems connected with professional needs.

The intensification of students' learning activities by means of their own participating in role-plays, simulations and learning projects working out deals with the problem of content selecting still being solved in various ways among methodologists. Some of them (A. Alkhaziashvili, D. Bubnova, V.Bukhbinder, Z. Klychnikova, T. Korzh, S. Krashen and others) consider content components as reading, speaking and writing sub-skills and skills; while others consider it important to include such component as language materials into the content (V.Borschovets'ka, G.Gryniuk, Y.Semenchuk); there are also supporters of language patterns for speaking and writing (R.Martynova, Y. Pasov, V. Skalkin, O.Tarnopolsky, J. Lacina,

Ch. Sion, Sh. Yang). But given above opinions have common disadvantage that they consider the content of learning as the list of components not clarifying in what sequence the choice of the learning content should be realized.

That is why the purpose of the article is to consider the problems in content selecting for BE learning, its procedural approach introduction as well as to propose the way for content selecting being based on the algorithm of learning activities in conducting role-plays, simulations and learning projects being sufficient to create in students' minds appropriate "picture" of imaginary production or giving services taking into account the learning stages providing the learning process.

The research having been conducted at Tavria state agrotechnological University in groups of students (economists-to-be) was based on learning autonomy of students [3] in the sequence proposed by O. Tarnopolsky and S. Kozhushko for the students not majoring English [4]:

GE (general English)- BE (business English) – ESP (English
for specific purposes)

The results of experiential study confirmed the efficiency of the approach having been introduced in business English teaching due to the introductory and basic stages enabling students to practice communication starting from every-day English and completing topics concerning the sphere of their specialism by means of introducing into learning process such activities as role-plays, simulations and learning projects as shown below in figure 1.

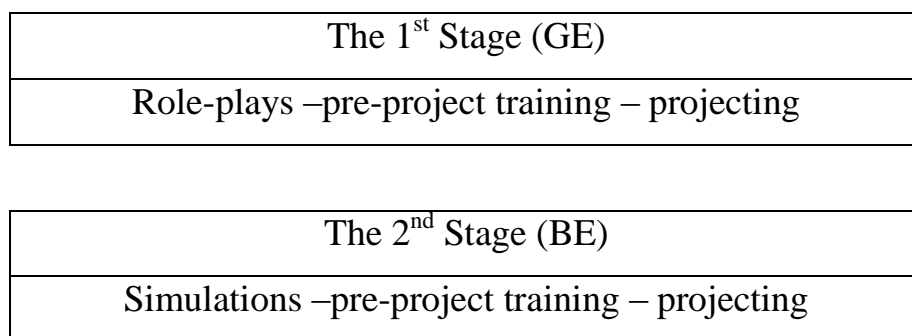


Fig. 1 – The scheme of sequence for introducing the means for learners' autonomy formation depending on the learning stages (introductory and basic).

The learning content is being studied by learners by means of their:

- acknowledging the normative and technical documents;
- autonomous choice the area of their economic activity;
- choosing the products and services;
- creating the ultimate product;
- giving presentation in the group;
- peers' assessing.

Taking into account the given information enables to conclude that harmonious combination of learning process and social setting should be realized by means of introducing normative documents in the sequence from everyday English (GE) towards the language of business communication (BE) serving the important stage on the transitional way to professionally oriented communication [5].

It is expedient to focus further research on working out the learning technologies for BE teaching being able to provide conditions as well as means for managing the learning process founded on the learning autonomy of students.

References

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ОРИЄНТОВАНЕ НА ЗМІСТ НАВЧАННЯ ДІЛОВОЇ АНГЛІЙСЬКОЇ МОВИ

Анотація: у статті обгрунтовано підхід щодо формування змісту навчання студентів економічних спеціальностей на основі навчальної автономії; запропоновано алгоритм застосування в навчальній діяльності рольових/ділових ігор та навчального проектування.

Ключові слова: автономія студента, зміст навчання, етапи навчання.

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ОРИЕНТИРОВАННОЕ НА СОДЕРЖАНИЕ ОБУЧЕНИЕ ДЕЛОВОМУ АНГЛИЙСКОМУ ЯЗЫКУ

Аннотация: В статье обоснован подход для формирования содержания обучения студентов экономических специальностей на основе учебной автономии; предложен алгоритм применения в учебной деятельности ролевых/деловых игр и учебного проектирования

Ключевые слова: автономия студента, содержание обучения, этапы обучения.