

THE PRINCIPLES OF STUDENTS-MANAGERS' WORK WITH THE TEXT ON SPECIALTY

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В статье описываются методы и принципы работы студентов-менеджеров над аутентичным текстом специальности.

In recent years, the development of the global community has been characterized by significant changes in both economic and social spheres, by the rapid development of science, information and communication technologies. All this sets qualitatively new challenges to the international community.

In the conditions of global changes the role of education as a whole and higher education in particular enhanced immeasurably. Higher education and research have become the most important factors of social development. They are the most important national and global priorities, integral components of cultural, social and economically sustainable development of individuals, communities and nations.

The activities to implement the Bologna Declaration principles in Russia involve active changes in the system of Russian Federation higher education. The system of this process state management is being developed and successfully put into practice in Russian universities. Special attention is paid to international activity in higher education system. Formation of the common European educational space in the field of higher education is impossible without international activity at the university. In modern conditions, the statement that university can only operate in the local market and therefore does not need the international activity is wrong for all universities. National borders are becoming more and more transparent, and the market of educational services is developing sometimes faster than other sectors of the economy. All Russian universities, to some extent, work in the framework of international competition. Even if prospective students are not offered training programs of foreign universities, the University graduates will work in the conditions of international competition, therefore, universities should participate in the international competition in the labor market.

There is no doubt that the implementation of international activity is impossible without improving the foreign language knowledge level and quality of Russian students and teachers. Russian university representatives' life in the language environment during programs of academic mobility, often among the native speakers, should make their linguistic skills much more practical. This will for sure have the impact on the methodological system of teaching foreign languages in Russia that, although in the implicit form, it is influenced by the effects of seventy years of life behind the "Iron Curtain". Students receive direct access to the most topical lexical and grammatical stratum of foreign languages.

Foreign language knowledge opens the access to authentic, not translated foreign publications - not just professional, that, of course, are very important, but also to social journalism and literature for the students and teachers.

To improve the knowledge of foreign languages the Krasnoyarsk State Agrarian University (Russia) developed the concept that allows raising foreign language training to a higher level.

The concept includes:

1. Introduction the foreign language electives into all disciplines curriculum in order to improve the learning process.
2. Implementation of educational programs in foreign languages.
3. Improvement of extracurricular work in foreign languages through the creation of language centers, clubs, societies.
4. Supplementary training in foreign languages through the Language and Business Centre.

Thus, we can see that KSAU realizes the training of student managers in foreign languages, which is provided by the Business foreign language chair. Learning a foreign language is a full component of future manager training and is the integral part of his qualifications. Preparing students for defending their diplomas in English, teachers have to work with texts in all areas of business - marketing, management, finance, economics that help develop monologue utterance skills.

Reading as a form of speech activity is necessary for many people, because not everyone will work with foreigners in their future, but almost everyone will read books on specialty in the foreign language, work with brochures and catalogues or search the information in English in the Internet. Reading in the non-linguistic institution is both the aim and the means of language teaching. The difference in these two functions is very important because it defines the methodical organization of the work.

The successful achievement of high results in student-managers' learning foreign languages depends on the correct definition of the training need, namely - professionally oriented language. Undoubtedly, the major role in training future managers is given to reading original literature and eliciting information from it.

So, our task is to specify the content of methodological work on foreign-language text, to show what skills are necessary to develop students' reading abilities and show with the help of what exercises these skills are formed, and how professionally-oriented language knowledge is perfected in the course of working with the text. The essence of the process of reading is to find the information. Reading with the deep understanding of the text is possible only under the condition that the student has mastered all the necessary tactics of eliciting information from text. The difficulty in foreign language reading is increased by the fact that the student should: firstly, learn graphic language system, and secondly, master the rules of eliciting information from text. Thus, the reading process is a kind of indirect communication.

The essence of reading as a learning activity is revealed in the following four activities:

- 1) the activity to anticipate (message anticipation);
- 2) the activity to isolate the semantic information units;
- 3) the activity to shorten the text;
- 4) the activity to interpret the read text.

It is obvious that these four essential types of activities are necessary for any text reading, as their mastery prepares the students to read with different aims. These activities involve the mastery of the specific list of skills.

We will try to reveal each of these skills separately on the examples of the textbook "MARKETING", authored by Associate Professor of Business foreign language chair of FSBEI of HPE "KSAU" Antonova N.V. [1]. The texts of the textbook are authentic.

Each elementary skill is formed using special assignments. Examples of tasks forming anticipation activity could be, "Read the title of the text, and try to predict the content" [1, C.4]. To illustrate this let us take the title, which will allow students to tell what will be discussed in the text: "Marketing and the company" [1, C.5]. We can be sure that the 2-3 year students can formulate the ideas that will be considered in the text, using previously acquired knowledge. In order to develop the ability to anticipate the subject of the message and the content of the text we can offer students the following tasks: "Read the headline and tell me what you think, the main content of the text is...", "Read the first sentences of paragraphs ... and name the issues that will be considered", "Read the last paragraph of the text and say what kind of content can precede to this conclusion".

The activity to isolate the semantic information units is aimed at developing skills to understand the text, and includes the ability to overcome difficulties caused by linguistic means of intellectual influence. Sample tasks aimed at building these skills are "Read the paragraph and find the sentence, indicating that ... ", "Read the paragraphs and find all the passive constructions used in the text". These assignments make the students think not only on the semantic aspect of the message, but also teach them to be serious about linguistic means used to transfer the content. Shifting attention from reading the content to the linguistic form creates favorable conditions for the language skill expansion and deepening, that are easier and better absorbed in the active mental activity during reading.

The activity to shorten the text provides the ability to "compress" the text. It consists of the following skills:

- 1) to use formal means to elicit the new information in the sentence;
- 2) to arrange the new data that reveal the main content of the text in the logical order;
- 3) to determine the new information specifying the content in the paragraph;
- 4) to identify various types of logical relations between sentences and paragraphs;
- 5) to use linking words that define logical relations between parts of the text.

Antonova N.V. suggests the following exercises for these skills formation: "Read the text again and find keywords in each paragraph", "Read the text again and give the content of each paragraph in one sentence" [1, C.7]. While performing these tasks on the text "Marketing and the company", the students formulate the definition of marketing, define its basic functions. In addition to these tasks, you can use the following: "Find the sentences between which there are causal relations in the following paragraph", "Read the sentence and express the important messages contained in it in simpler sentences".

Finally, the activity to interpret the read text is aimed at developing skills to interpret the message. This includes the ability:

- 1) to find in the text the information revealing the basic meaning of the text;
- 2) to find the cognitive information, the reader has met for the first time;
- 3) to find in the text the supportive linguistic means conveying basic information;
- 4) to express the author's evaluation of the message;
- 5) to give one's own assessment of the stated facts;
- 6) to assess the cognitive value for the reader;
- 7) to introduce the title for the text that better conveys the content.

The above mentioned skills are formed through the following tasks: "Read the text and underline the sentences that help to understand the title", "Define the data and information from the text that you think most of your classmates have already known", "Give another title to the text that expresses its meaning better".

In conclusion, it should be mentioned that this method of working with text teaches students to read various authentic texts, using specific information eliciting techniques. This method can be applied successfully in groups of students-managers, where the teacher aims at providing the students with the techniques and methods of eliciting information taking into account the text nature and reading aim. Thus, the teacher gives the students the opportunity to read with different communicative purposes, such as: reading-searching, reading-review, detailed-reading, critical reading.

References

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