

# IMPORTANCE OF CONTROL FUNCTION IN LEARNING ENGLISH FOR PROFESSIONAL PURPOSES

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*Данная статья представляет информацию о важности функции контроля при преподавании английского для профессиональных целей в неязыковом образовательном учреждении и пути его осуществления.*

Joining Russia to the Bologna process and Bologna Declaration gave new impulse to the development of education in Russia. Although their perception was not single-valued, it is quite clear now that further development of educational system in Russia could not be implemented without Bologna process because it gave the opportunity to Russian students and employees integrate successfully to the world educational and labor space for further education continuation or employment. Krasnoyarsk state agrarian university joined the process in 2005 and since then the university occupies its own place on the world arena.

Institute of International management and education of Krasnoyarsk state agrarian university is today on of the active participants of the Bologna process and does its best to fully correspond to the requirements of the Bologna Declaration, such as two-level system of education (Bachelor and Master degrees) system of credits that gives the chance to transfer the subjects learnt from one program to another, Diploma supplement issue, etc. While satisfying the requirements of Bologna Declaration it is necessary to understand that the level of students' knowledge in Russian and foreign universities should be the same and provide the same skills. In order to achieve this equivalency it is necessary to have the same requirements and thus function of control becomes one of the most important after the criteria elaboration.

While assessing students' progress in learning English for professional purposes we use all the types of control that is foreseen by the Curriculum- current, intermediate and State final attestation. Current control is done at the lessons and includes different kinds, it can be self control when the student has the keys for the tasks being done and can check the answers himself/herself. One of the good ways to check the skills or knowledge is the mutual control when the students work in pairs or groups of 3 people and check the vocabulary or grammar of each other. The teacher can ask for the results in pairs or groups in the end of the given time and find out what grade the partners could give to the members of the group. This type of work puts away the stress that is typical for students when they are answering to the teacher and it helps to better memorizing.

Teaching English for professional purposes for a long period of time we drew the conclusion that while using the control function to the full we can achieve good results even with the students who have a very low level of knowledge and skills in English when entering the University. Our experience shows that to provide students with good learning materials and aids is not enough. If you do not control the

progress carefully the students can get the feeling that everything goes well and there is no need to deepen the knowledge and develop skills. So, having that in mind, we decided to start the process of learning English for professional purposes with explanation of our requirements to the learning process, module system of learning, levels of knowledge and skills that could be formed and grades that could be received. Our students today know exactly what should be done in the semester in order to get good grades and proceed to the next module. They also know quite well what competence should be formed to find a good job abroad or to continue his/her education in a foreign University. While learning English for professional purposes we use special system of grades generally accepted in Russian Federation education system while assessing students' knowledge and skills at the end of every module. The kinds of assessment tasks are different, but the requirements to the volume of tasks successfully done are exact for every grade. It is expressed in the percentage of the correctly done tasks.

Grade "1" is given when the student has very poor knowledge of the subject that does not allow communicating, so we can say that the competence is not formed.

Grade "2" is given when the student has knowledge of several separate words and models, so the competence formation is very low and does not allow communicating.

Grade "3" is given when the students show the following results while passing the module control:

**Module 1:** lexical and grammatical test writing, multiple choices, 30 questions (61-72% of tasks are done correctly).

**Module 2** test "false-true" writing, 15 questions (61-72% of tasks are done correctly).

**Module 3,** monologue producing, the student uses a severely limited range of language. May need to pause but still cannot produce a good range of vocabulary and structures. Lexical and grammatical accuracy is low and impede communication.

**Module 4** essay writing, 250 words, 1 topic from 15, a student uses a very limited range of language, lexical and grammatical accuracy is very low the topic is practically not disclosed, the essay has a lot of spelling mistakes.

**Module 5** Attestation pedagogical assessment materials (61-72 % of tasks are done correctly).

Grade "4" is given when they show the following results:

**Module 1** lexical and grammatical test writing, multiple choice (72-86% of tasks are done correctly)

**Module 2** test "false-true" test writing, 72-86% of tasks are done correctly).

**Module 3** monologue producing: the student uses a range of simple language to deal with familiar everyday situations; lexical and grammatical accuracy is low but does not impede communication.

**Module 4** essay writing, 300 words, 1 topic of 15, the student uses a simple language to express the ideas in the essay, lexical and grammatical accuracy is low but the topic is disclosed, the number of spelling mistakes is not high.

**Module 5** Attestation pedagogical assessment materials (73-86 % of tasks are done correctly).

Grade“5” is given when they show the following results:

**Module 1** lexical and grammatical test writing, multiple choice (87-100% of tasks are done correctly).

**Module 2** test “false-true” writing, (87-100% of tasks are done correctly)

**Module 3-** monologue producing, the student uses a wide range of language of the topics being learnt, lexical and grammatical accuracy is rather high, the content is exactly given.

**Module 4** essay writing, 320 words the student uses a wide range of language of the topics being learnt, lexical and grammatical accuracy, and the topic is carefully disclosed, spelling and stylistic mistakes are practically absent

**Module 5** Attestation pedagogical assessment materials (87-100 % of tasks is done correctly).

As the process of learning English for special purposes is long and is supported by some other subjects that are given in English (External economic activity, Country-study, Business English), one of the questions at the Final State Attestation before the Bachelor paper defense is given in English. As a rule it is presentation of the company activity that includes information about the business environment of the company, organization structure, information about financial condition of the company and its competitors, HRM, marketing activity of the company, etc.

The results of the Final state attestation show that the students have good command of the English for special purposes and their average grade at the Final state attestation, Bachelor paper and master dissertation defense are at the level of” 4” and” 5”. Satisfactory grades (“3”) are rather seldom. Good knowledge of English for special purposes allows the students to defend their final papers in English and continue their work or study abroad.

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