

***HOW THE FOREIGN LANGUAGE HELPS FORM MANAGERS'
COMPETENCIES IN KSAU***

Tarasova O.M.

Krasnoyarsk state agrarian university, Krasnoyarsk, Russia

The article gives the information of how the learning of the foreign language at the Institute of International Management and Education in KSAU helps in the formation of the general cultural competence of future managers.

Key words: *cultural competence, institute, university, foreign language, skills, mastering.*

***КАК ИНОСТРАННЫЙ ЯЗЫК ПОМОГАЕТ СФОРМИРОВАТЬ
КОМПЕТЕНЦИИ МЕНЕДЖЕРОВ В КРАСНОЯРСКОМ ГАУ***

Тарасова О. М.

Красноярский государственный аграрный университет, Красноярск, Россия

В статье дается информация о том, как изучение иностранного языка в Институте международного менеджмента и образования КГАУ способствует формированию общекультурной компетентности будущих менеджеров.

Ключевые слова: *культурная компетентность, институт, университет, иностранный язык, навыки, овладение.*

The relevance of the topic is due to the fact that the development of the modern system of higher education is carried out in the conditions of the complicated international situation. On the one hand, Russia continues its activities in the framework of the Bologna process to which it acceded in 2003. On the other hand, the mobility of students and teachers, which is provided by the requirements of the Bologna Declaration, is complicated by currency fluctuations in the international financial markets and sanctions.

The relevant standards of the third generation operating since 2010 determined the competence and practical approach in the training of managers [10, P.75-85]. Of course, the language competence continues to be one of the main cultural competencies and is included in the basic part of the curriculum [1, P. 306-307].

Competence CC – 14 which says “knowledge of foreign languages providing effective professional activity” refers to increasing the initial level of foreign language proficiency achieved at the previous level of education, and students should master the necessary and sufficient level of communicative competence to solve social-communicative problems in various areas of household, cultural, professional and scientific activities while communicating with foreign partners and for further

self-education. Such kind of competence will for sure improve student's motivation for learning a foreign language [2, P. 178-179]

It is obvious that to form a high competence in a foreign language is quite difficult according to the standard teaching hours, the formation of competence goes through a number of additional items related to foreign language. In the Institute of International management and education of FSBEI HE "Krasnoyarsk SAU" the students learn such disciplines as "Foreign language" and "Foreign language – 2" in the core curriculum area. They also learn "Foreign economic activity" in English, "English for professional purposes", "Country study" in English [3, P. 270-274], "Business English", "Intercultural communication" in the variable part.

These subjects aim to provide:

- The raising of the level of academic autonomy, the development of the ability to self-development;
- The development of cognitive and research skills, abilities to work in group, ability to work on projects;
- The development of information culture;
- The broadening of horizons and increase of the general culture and knowledge of students in the field of foreign management, Economics, business;
- The teaching of tolerance and respect for spiritual values, customs and traditions of different countries and peoples.

The colleagues Shmeleva Zh. N and Kapsargina S.A. mentioned the importance of the foreign language in the adaptation and socialization process of students [4, P.156-168], [5, P. 229-230]. We believe that this is facilitated by various developed methodologies, training materials and manuals. The ability to use computer technology is widely implemented, since classes on the disciplines related to foreign language, are conducted in specially-equipped classroom that has computers equipped with headphones, audio equipment, and a large number of visual and handouts [6, P. 274-278]. The MOODLE system is also a good example of information technologies use [7, P. 162-163]

The success is also enhanced by the methodology and specific technology of training that help to form the competence [8, P. 240-242].

For several years the methodology of the organization of educational process in the elite groups has been implemented. It aims at strengthening the students both in the classroom, and in extracurricular time. It helps to develop speaking, listening, reading and writing skills. A lot of training manuals of all kinds were created for the development of these skills.

The technique of immersion in a foreign environment by inviting University professors from Slovenia, Hungary, Mongolia, USA, UK, Germany allows to create atmosphere in a foreign University and attendance at lectures by foreign teachers. Video lectures and videoconferences also exert the influence.

But in order for the students to be able to listen to lectures of foreign experts in the English language, to understand their content and critically assess, their level of knowledge, abilities and skills in English language should be rather high. In order to prepare students for this complex process, the Institute conducted a systematic work

on the selection of both authentic materials designed by native speakers and the development of its own, the so-called “in-home” materials in the fields of management, marketing, economics, personnel management. Our benefits make the process of learning the terminology in English more simple in two ways. First, the introduction of lexical material we use Anglo - English explanations of words on the basis of foreign dictionaries. Second, we use English-Russian options for introducing active enough difficult words and phrases through the translation. If the first option contributes to the development of thinking of students in English, the second option saves time spent on understanding the complex material.

Development of competence is improved by the fact that a number of teachers working in the direction of “Management” have two basic education (one in foreign languages, the other in Economics and management). They teach disciplines with professional orientation in English. These teachers annually participate in international conferences on English language in different countries, take part in the annual discussions in English on problems of teaching English and subjects in English, improve their skills in the center for the study of foreign languages and business at the University.

In conclusion, it should be noted that, despite the fact that the Krasnoyarsk state agrarian University and hence the Institute of International management is located in the heart of Russia, far from the borders, the integration of students into international education and the production is successful. Annually, more than forty students go for internship or internships in USA, UK, India, South Korea, and actively participate in international student contests in different subjects of the curriculum; publish papers and participate in international conferences in English. The most talented students continue their education in graduate programs of the USA, the UK, Turkey and work in China, the USA, and the UK. All these examples show that the students of the Institute of International management and education have mastered the competence CC – 14. And for sure it helps to find a good place of job in future [9, P. 209-213].

References

1. Шмелева Ж.Н., Антонова Н.В. Проблемы внедрения и перспективы развития Болонского процесса в вузе (на примере Красноярского агроуниверситета). «Вестник КрасГАУ» Выпуск 12, Красноярск: Изд-во Красн. гос. агр. ун-та, 2011. С.306-312.

2. Шмелева Ж.Н. Improving student and post graduate student motivation for learning the English language. Материалы Всероссийской очно-заочной научно-практической конференции с международным участием (25 апреля 2013 г.) «Инновации в науке и образовании: опыт, проблемы, перспективы развития» Красноярск: Изд-во Красн. гос. агр. ун-та. Красноярск – 2013.С.178-180.

3. Шмелева Ж.Н., Антонова Н.В. Изучение страноведения при подготовке менеджеров, как способ формирования общекультурных компетенций студентов неязыковых специальностей. Вестник КрасГАУ № 4, 2015. / Краснояр. гос. аграр. ун-т. – Красноярск, 2015 С.270-274/

4. Шмелева Ж.Н., Капсаргина С.А. Адаптация и социализация студентов аграрного вуза посредством изучения иностранного языка в институте международного менеджмента и образования// Ж.Н. Шмелева, С.А. Капсаргина/ Современные исследования социальных проблем (электронный научный журнал). Общество с ограниченной ответственностью "Научно-инновационный центр", – Красноярск, 2016 – №10(66), С. 156 – 168.

5. Шмелева Ж.Н. Socialization of KSAU students by means of the English language learning. Наука и образование: опыт, проблемы, перспективы развития: мат-лы междунар.науч.-практ.конф. (22-23 апреля 2015 г.) Ч. I. Образование: опыт, проблемы, перспективы развития/ Краснояр. гос. аграр. ун-т. – Красноярск, 2015 – С. 229-232.

6. Шмелева Ж.Н., Антонова Н.В. Современные информационные образовательные технологии как важный компонент стратегии развития Института международного менеджмента и образования (Красноярский государственный аграрный университет). Вестник КрасГАУ № 4, 2015. / Краснояр. гос. аграр. ун-т. – Красноярск, 2015 С.274-278.

7. Капсаргина С.А. The use of Moodle in the process of teaching a foreign language. /Наука и образование: опыт, проблемы, перспективы развития.// мат-лы XIV междунар. науч.-практ. конф. Изд-во: Краснояр. гос. агр. ун-т, Красноярск – 2016, с. 162-163.

8. Шмелева Ж.Н., Антонова Н.В. Формирование коммуникативной компетенции при изучении английского языка студентами неязыкового вуза. Вестник КрасГАУ № 2, 2014. Изд-во Красн. гос. агр. ун-та, 2014. С. 240-244.

9. Шмелева Ж.Н., Антонова Н.В. Проблемы трудоустройства выпускников современного учреждения высшего профессионального образования. Вестник КрасГАУ № 3, 2014. Изд-во Красн. гос. агр. ун-та, 2014, С. 209-213.

10. Шмелева Ж.Н. Антонова Н.В., Опыт внедрения практико-ориентированного подхода к обучению в аграрном ВУЗе // Современные исследования социальных проблем (электронный научный журнал). 2017. Т.8. №4. С. 75-85.