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LEARNING A FOREIGN LANGUAGE AT THE KRASNOYARSK SAU AS THE FACTOR OF THE COMPETITIVENESS INCREASE FOR GRADUATES OF ECONOMIC SPECIALTIES

Shmeleva Zh.N.

Krasnoyarsk state agrarian university, Krasnoyarsk, Russia

The article considers experience of foreign language teaching at Krasnoyarsk state agrarian University for the training directions 38.03.02 “Management” and 38.03.03. “Personnel management”. The author substantiates the necessity to study foreign languages in order to gain a competitive advantage in the labor market in the context of globalization.

Key words: *foreign language, university, labor market, competitive advantage, globalization, integration.*

ИЗУЧЕНИЕ ИНОСТРАННОГО ЯЗЫКА В КРАСНОЯРСКОМ ГАУ КАК ФАКТОР ПОВЫШЕНИЯ КОНКУРЕНТОСПОСОБНОСТИ ВЫПУСКНИКОВ ЭКОНОМИЧЕСКИХ СПЕЦИАЛЬНОСТЕЙ

Шмелева Ж.Н.

Красноярский государственный аграрный университет, Красноярск, Россия

В статье рассматривается опыт преподавания иностранного языка в Красноярском ГАУ для направлений подготовки 38.03.02 «Менеджмент» и 38.03.03. «Управление персоналом». Автором обосновывается необходимость изучения иностранных языков, с целью получения конкурентного преимущества на рынке труда в условиях глобализации.

Ключевые слова: *иностраннный язык, университет, рынок труда, конкурентное преимущество, глобализация, интеграция.*

To substantiate the relevance of the researched issue, one should dwell upon the changes in the global economy of XXI century and their significant impact on the economy. This, in particular, affects the situation and the development of the labor market in Russia in the context of integration and globalization, affecting all spheres of public life, despite political issues and sanctions against Russia. Societies become interdependent in various aspects, economic, political, social, cultural, and educational. These interdependencies are becoming more and more complex every year. One of the main consequences of these phenomena has led to the global division of labor, migration and concentration of production and human resources, as well as the merging and convergence of cultures of different countries.

Speaking about the educational system as a social institution, it should be noted that education is increasingly losing its function as a public-controlled distribution of social opportunities. The educational system has given up its real distributive

function to the human resources departments of enterprises and their superiors, who can now use their own tests or other similar methods to decide who to give a place to. The transition from education to employment is becoming increasingly unstable.

Formal education is no longer sufficient to achieve a certain professional position and thus a certain income and social status. But education did not become excessive; on the contrary, without it the professional future is completely inaccessible. Formal education is becoming increasingly necessary, though less and less sufficient, in the labor market. In such a situation, increasing importance is attached to a certain set of skills that the applicant for the workplace must possess sufficiently. For employers, recruitment is no less a problem than employment for university graduates. According to international recruitment agencies, less than ten per cent of job applicants have the full range of skills required. Along with computer literacy, one of the most important skills taken into account when hiring is the knowledge of a foreign language. It should be noted that although Chinese (since 2019 it has been included into the list of elective Unified state exams), Japanese and Arabic have become increasingly popular in recent years, English is the most popular language in the world, it is spoken by people from different countries to understand each other (even if English is not native to the participants of communication). This language is more or less understood by about a third of the world's population. Almost all international business, diplomatic and academic negotiations are conducted on it. Without knowledge of English it is impossible to get a profitable job in many European countries. In Russia, English (along with German) is traditionally studied in the framework of school and university education.

More and more of citizens in their professional and daily life are involved in direct interaction with representatives of other countries. Such interaction, contacts, exchange of experience cannot take place without the knowledge of foreign languages, which represent an opportunity to carry out intercultural communication at the professional and private level. Knowledge of foreign languages is of great importance in the self-identification of specialists and overcoming barriers to entry into many segments of the labor market [2, p.203-208], [6, p. 365-370].

The level of foreign language proficiency of students and young professionals is associated primarily with a change in the structure of motivation of foreign language learners. Foreign language competence has moved from the category of intellectual knowledge that satisfies the intellectual curiosity of a person and is an integral part of classical education and general culture, to the category of practical knowledge that is necessary for decision-making and for practical action, for use in work [3, p. 269-271], [7, p. 301-303], [8, p. 175-177], [9, p.267-269]. Foreign language proficiency has become one of the factors of social mobility in the new socio-economic conditions. In a number of professions, language proficiency has become an integral part of general professional qualifications. Students for whom a foreign language is not a major subject, despite the fact that their future profession is not directly related to the possession of a foreign language, however, will see the need for a foreign language for their future career. This indirectly confirms that foreign language proficiency is no longer a necessity for a narrow circle of

specialists, but has become a requirement for a wide range of professionals seeking career growth.

Monitoring of employment and adaptation of graduates in Krasnoyarsk state agrarian university showed that employers point to foreign language proficiency as one of the factors that have the greatest impact on the effectiveness of professional activity and career growth. The number of jobs requiring knowledge of a foreign language has increased significantly lately. First, the sectors of the economy that traditionally need specialists with such knowledge are: tourism, translation, foreign language teaching. Second, there are new managerial positions in Russian companies with foreign suppliers, buyers, investors and other types of partners. In addition, there were vacancies in local offices of multinational companies and joint ventures. Documentary evidence of foreign language proficiency in such workplaces directly leads to material remuneration in the form of special surcharges to the basic salary.

However, it is necessary to understand that in the sphere of production the share of vacancies requiring foreign language proficiency is insignificant. But ninety-five percent of all vacancies in the labor market in the IT sector of the economy require proficiency in English at the level of free reading of technical documentation. These are positions of specialists-programmers, system integrators, engineers and managers of all levels. The ability to receive special information from foreign sources increases the professionalism of the IT specialist and contributes to his career growth. Especially high requirements for foreign language proficiency are imposed in such an expanded sector of the economy as foreign trade economic activity. It is this sector of the economy that offers a large number of vacancies for graduates of economic specialties with a good knowledge of foreign languages. These are positions such as economist, sales manager, supply manager, foreign trade manager, deputy director of foreign trade, accountant, financier and many other positions. Logistics companies show great demand for specialists with knowledge of foreign languages.

Although the level of foreign language competence in Russian society has increased, it is still lower than that required by the challenges posed by modernity. There are both objective and subjective reasons for this. The objective reasons are, first of all, the problems of access to quality education for the broadest segments of the population, especially in rural areas. Many of the most qualified teachers and teachers of foreign languages prefer to use their skills and knowledge in more economically beneficial areas than education, and thus weakened the language training of pupils and students. The subjective reason for the lack of high linguistic competence is in the education system itself. The modern higher school of Russia is constantly decreasing the number of contact hours for learning English, giving more time for independent work of students. The teachers are obliged to develop Moodle complexes in order to provide the students with the opportunity to learn English [1, p. 289-291], [4, p. 330-333], [5, p. 162-163], [10, p. 298-301]. But all English teachers understand that it is impossible to learn English without having enough oral practice.

To date, the international standards of the business sector specialist is defined as educated, thoughtful and aimed at professional improvement, able to adapt to social and economic changes worker. For a specialist with foreign language competence, the priority is the ability to use a foreign language to solve specific

communicative tasks in the course of social interaction, and not just a certain set of linguistic knowledge. That is why Krasnoyarsk SAU trains specialists in the directions 38.03.02 “Management” and 38.03.03 “Human resource management” with the increased number of learning hours devoted for English. During the first and the second course students master basics of English and on the third and the fourth course their English learning becomes professionally-oriented.

Professionally-oriented training of future specialists in a foreign language cannot be reduced only to the training of professional terminology, and there are several reasons for this:

- The modern realities of the labor market are such that many people work on a related profile or not at all on the profile, so you cannot predict from a young age what kind of professional terminology will need a graduate after university.
- Professional terminology is constantly changing, especially in areas where new phenomena appear every year and, accordingly – the terms denoting them.
- Terminology in any case is only lexical units. Language learning cannot be limited to the study of vocabulary. It is not enough just to know the words; students need to know more peculiarities of their competent use in speech.

The content of professionally-oriented language teaching nowadays should include communicative situations that arise in the course of social and professional interaction of representatives of various modern professions in general. This is the so-called “Business foreign language”, “English for professional purposes”. They refer not only to commerce and trade, but also the professional activities of a qualified professional in general. So we included the following topics to the working programme of the above-named specialties as: “Basics of HRM”, “Remuneration”, “Motivation”, “HRM documents”, “Relationships with employees”, etc. (for 38.03.03 direction) and “Basics and history of management”, “Key traits of the successful leader”, “Production management” etc. (for 38.03.03 direction). These topics were supplemented by communicative situations, where students took part in role-plays, conferences, acted out dialogues, consequently mastering not only professional terminology but also communicative skills.

Thus, in modern socio-economic conditions, foreign language proficiency is an important competitive advantage. According to employers, the requirements for personal qualities are equally necessary for all professionals. With regard to professional qualities, managers consider the level of professional knowledge, work experience, quality of professional functions and specialized education to be the most popular and important. It is the optimal combination of professionalism and strong personal qualities, coupled with knowledge of foreign languages can provide a modern specialist with competitiveness in the Russian labor market. This must be done so that Russian society can have a resource of competitive specialists sufficient for its further successful development in the context of globalization. The main foreign language necessary for work today is English; however, modern trends in the development and updating of intercultural communication make other foreign languages very important for professional activities.

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