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THE COMMUNICATIVE METHODOLOGY USE IN THE FOREIGN LANGUAGE TEACHING WHILE PREPARING TO RECEIVE ECBE ACCREDITATION

***Annotation:** The author of the article shares the experience of teaching KSAU students English with the help of the communicative methodology in order to prepare them for the interview with the ECBE commissioners. KSAU successfully received the ECBE accreditation in 2014 and the re-accreditation in 2017 till 2022.*

***Key words:** English, students, university, communicative methodology, European Council for Business Education, accreditation.*

ИСПОЛЬЗОВАНИЕ КОММУНИКАТИВНОЙ МЕТОДИКИ В ОБУЧЕНИИ ИНОСТРАННОМУ ЯЗЫКУ ПРИ ПОДГОТОВКЕ К ПОЛУЧЕНИЮ АККРЕДИТАЦИИ ЕВРОПЕЙСКОГО СОВЕТА ПО БИЗНЕС ОБРАЗОВАНИЮ

***Аннотация:** Автор статьи делится опытом преподавания английского языка студентам Красноярского ГАУ с помощью коммуникативной методологии с целью подготовки их к собеседованию с уполномоченными ЕСБО. Красноярский ГАУ успешно получил аккредитацию ЕСБО в 2014 году и повторную аккредитацию в 2017 году сроком до 2022 года.*

Ключевые слова: английский язык, студенты, университет, коммуникативная методология, Европейский Совет по Бизнес Образованию, аккредитация.

The foreign language teaching is an integral part of the higher education system. The borders of the country are open and young specialists can develop their career not only in the Russian Federation but also abroad as we are living in the globalized world. For this reason, we can observe the increased motivation for the English language learning especially among students of the direction 38.03.02 “Management” profile “International management”. These students in KSAU study English for 4 years instead of traditional 1,5 years and have in the Curriculum such subjects as English, Business English, English for professional purposes, Foreign Economic Activity and Country study. So, we can say that the traditional methodology of teaching English in KSAU has experienced some changes according to communicative principles of teaching. This fact is explained by the necessity to receive ECBE accreditation for the direction 38.03.02 “Management” where the students had to show high fluency and proficiency of English while having face-to-face interview with the ECBE commissioners.

Nowadays one can observe two approaches to the study of foreign languages: traditional and non-traditional [4, p.267-268], [5, p.298-301]. The traditional method of learning English is sometimes called grammatical translation. It is revealed in the systematic study of grammatical material (which is for sure very important), phonetics (pronunciation), forms the skills of translation and reading. Students build phrases and sentences from words, using their grammatical knowledge. They make up dialogues, memorize them, learn words on topics, retell texts, perform written grammar exercises. The main features of this approach are: memorization of the material and thoroughness. The peculiarity of the traditional method is that in the process of work students have to master in a given amount all kinds of speech activity. Naturally, this involves a thorough study of all aspects of the language: grammar, phonetics, vocabulary.

In the late 80-s of XX century there was a transformation in the foreign language teaching methods. Currently, the foreign language teaching has acquired an applied nature. The teacher now acts not as a dictator, but as an observer, a facilitator, a mediator, an adviser and an assistant. One of the most popular and effective methods of the foreign language teaching is a communicative method that is aimed at the possibility of communication and not only retelling of the text. A student who has a vocabulary of 800-1000 words and a standard set of grammatical structures can easily find a common language in a foreign country. There exists a fairly rich experience in the methodological organization of communicative-oriented teaching of the foreign language speech [1, p. 182-185], [2, p. 751-754], [6, p. 203-208]. The representative of the communicative method of teaching E. I. Passov believed that the training should be organized in such a way that its main qualities and traits are similar to the process of communication [3, p. 36]. Having studied his views, we can note that the scientist identifies the following principles of communicative teaching method:

1. Individual approach to each student (which was deeply studied by Sh. Amonashvili). Any student is an individual, and he differs from the other in various characteristics: ability to training, speech activity, capabilities, aptitudes, inclinations, personal experience, a set of feelings and emotions, interests and status.

2. Speech orientation of the learning process. This orientation involves the organization of training, when the student is always involved in the process of communication in the target language. The exercise is more like real communication and should contain a specific speech task, which must be carried out by the student in order to exert the speech impact on the interlocutor. The methodological literature offers a variety of classifications of situations. First of all, methodologically relevant is the division of the situation on the real and imaginary. They can be standard and non-standard. As a minimum for the initial stage, there are four types of situations: Real standard: acquaintance, family, hobbies; Imaginary standard: at the airport, ordering food in a restaurant / cafe, hotel accommodation; Real non-standard situations may arise in the classroom in connection with watching a movie, discussing the past event,

reading a book, etc.; Imaginative non-standard: imagine that you have the opportunity to organize a flight into space for tourists, etc. The purpose of the language means selection is to equip students with different synonymic means to express the same communicative intention, including various stable phrases, clichés. The inclusion of a synonymous series provides the opportunity to implement the personal meanings of the speakers, contributes to the individualization of speech. For us it was very important that students can talk on various topics and make improvisations while having face-to-face interview with the ECBE commissioners. They were able to speak not only about their studies but also about hobbies, they told about their experience of using the so-called “Survival English” while taking part in the exchange programs in Slovenia, China, Hungary, Croatia.

3. The principle of temporality. Communicativeness implies the contextual nature of communication. The natural need for communication in the target language in the audience can be caused by situations that are based on social, moral, aesthetic values, etc. These values associated with the attitude to other people, friendship, nature, art, retain their naturalness regardless of the place where their discussion takes place: we can talk with the same interest, for example, about our best friend, favourite place to eat out, etc.

4. The principle of novelty. The novelty of the material, as well as its combination, eliminates memorization of texts, dialogues, statements, ensuring the productivity of speaking. When teaching speaking, this novelty can be realized with the help of speech exercises. None of the speech situations should be repeated twice. There is a need for constant variability in the components of situations, namely the strategy and tactics of the speaker (listener), the number of interlocutors, the topic or subject of discussion, etc. In this case the ability to be dynamic, productive utterance and speech activity of the speaker adequate any situation.

5. The principle of functionality. For communicative learning, it is important not only to create a necessity for students to express their thoughts and feelings, but also to create conditions in which each student will be able to express these thoughts and

feelings in the target language. We are faced with the problem of selection and organization of speech material, because it should be a system of speech means, operating in communication.

Based on the above mentioned, we can conclude that the communicative method fully meets the needs and requirements of man in the modern world. The communicative method develops all language skills from speaking and writing to reading and listening. Language is considered as a way and means of communication, so great attention is given to language learning through communication. The purpose of the training is to learn how to use language as a means of expressing your thoughts and intentions and to exchange them in different situations in the process of interaction with other participants in communication.

This methodology have been applied for more than 20 years at Krasnoyarsk SAU and its effectiveness is totally proved by the fact that our students: Kniga N., Kirdiashkina K., Astapova T., Akhpasheva I., Kakharov Kh. and many others took part in the process of receiving ECBE accreditation, showed their proficiency of the English language at the interview, participated in many international conferences with the reports in English, travelled abroad within the exchange programs. So, the accreditation and the re-accreditation were given to KSAU for 5 years which is the maximum possible period.

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