

## INTERGRATION LANGUAGE COURSES IN VOCATIONAL TRAINING OF ECONOMISTS

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**Abstract.** The article focuses on the professional component of educational paradigm. The author proves that it is essential to change the content of a particular educational paradigm from knowledge transfer to education based on competences focused on the actual process. It is essential for the students to form intercultural competence combining different strategies of linguistic behavior in native and foreign languages, appropriately use knowledge of communication strategies and tactics of professional communication.

**Keywords:** professional competence, communication skills, linguistic identity, professional communication, language and vocational component, linguistic behavior.

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### Introduction

The quite obvious question to be answered by modern higher education institutions is the outcome of academic discourse, i.e. who the employers are waiting for, what professional competences must the modern students have, what personal qualities have developed during the study. If you create a generic profile of the graduate, mostly he/she has to think creatively, freely work in a team (from mono to multinational), but manifest his/her abilities at distance, beyond the immediate working environment, be disciplined, show responsible attitude to duties, be customer-oriented and have highly-developed communication skills. In the opinion of the leading HR managers that is how an ideal graduate, specialist, whom the university taught something and who learned something should look like. Thus, we are talking about the professional component of educational paradigm, but emphasize that any communication (in particular, professional) is unthinkable without a universal tool that reveals integrated competence of a student, a future specialist in language studies. You cannot teach to think separately, analyze separately, make judgments separately, and generalize separately. Language is at the intersection of academic, scientific, educational discourses as a modern student has to communicate freely in the national and foreign languages taking into account specifics of foreign and other cultural environment. Thus, it is essential to change the content of a particular educational paradigm from knowledge transfer to education based on competencies focused on the actual process, but the competency model of a specialist should have two main components: special (professional) and language (Dribas, 2014).

### Structural model of language education

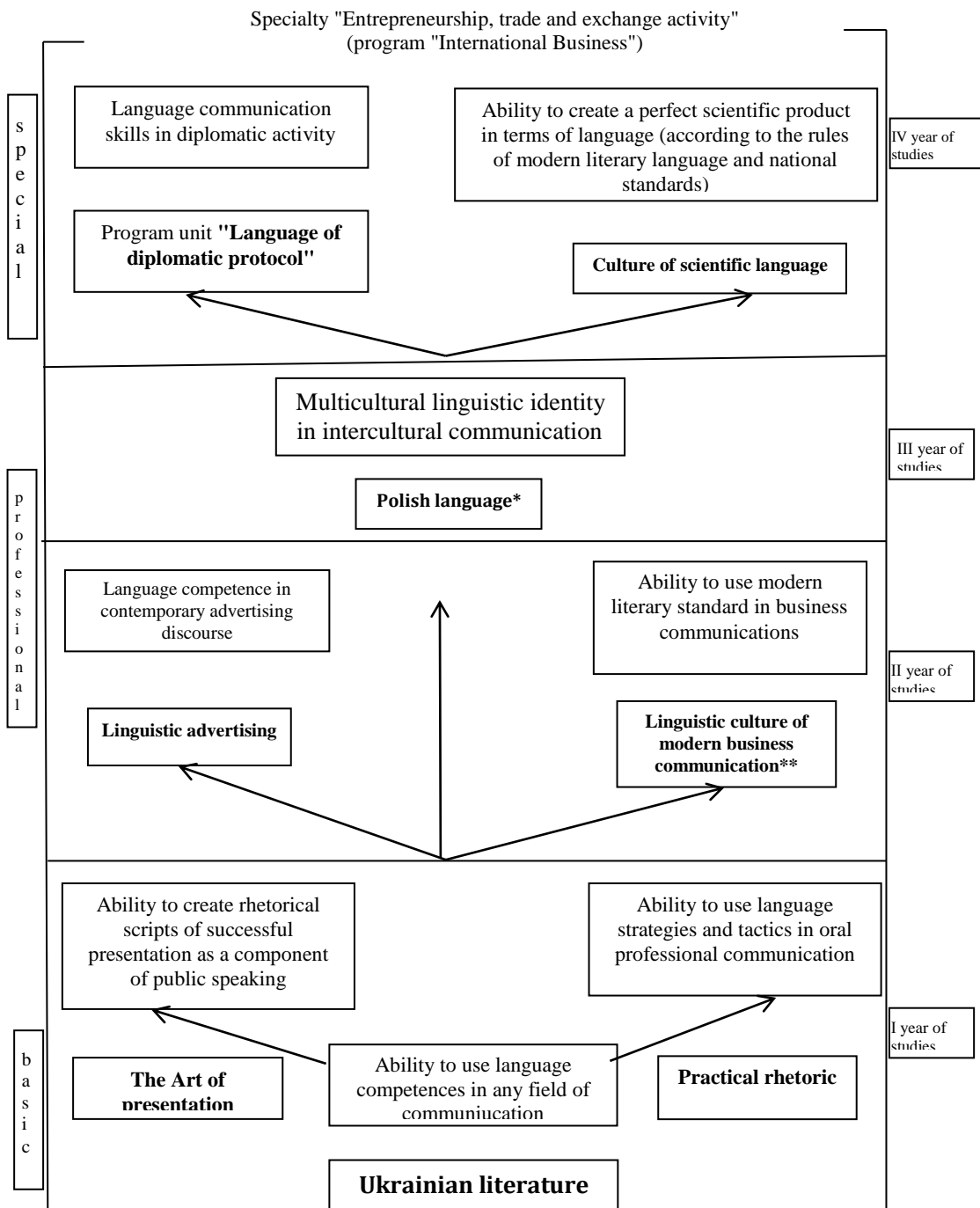
Analyzing the lingual aspect of training of a student of a non-core higher education institution it is worth talking about improvement of verbal and nonverbal communication skills already acquired in the earlier stages of language learning. Thus, the principle of

lifelong education is implemented. Obviously, language as a factor of self-identity, national identity and means of self-expression of linguistic identity of a future specialist refers to effective pedagogical instruments of formation of his/her professional competence. Improving students' knowledge of their native language the priority of forming their language and cultural competencies as part of educational competence should be promotion of personal and professional growth of students, education of a nationally conscious patriot.

Communicative space of modern economic university enabled to form linguistic and vocational education model by industry criteria with regard to their specifics, levels of mastering linguistic material, which ensures its mobility. The Kyiv National Economic University applies such model of native language education of students, which brings together disciplines of different structural levels of training, namely Ukrainian literature, Ukrainian language for professional purposes (regulatory); culture of scientific language, modern rhetorical canon, linguistic culture of modern business communication, practical rhetoric, copywriting, linguistic advertising, art of presentation, linguocultural studies (selected). It provides status of the Ukrainian language as a component of cultural and corporate code of the Kyiv National Economic University as university is, above all, the organization where corporate culture, appropriate language behavior in a hierarchy of communication is important.

Taking into account the common purpose, each language course has its assignment as it is responsible for mastering particular language segment of knowledge and forms definite object competences. The basic course of Ukrainian literature is an integrated course that meets the needs of a student in a quality professional communication and smoothly introduces to national linguistic culture discourse. The student when doing the proposed stylistic program according to the communication situation learns to use the whole arsenal of expressive means of language taking into account own language experience. Active approximation of oral and bookish genre forms often causes loosening of established literary rules or creates stylistically reduced texts (Ukrainska slovesnist, 2011).

Thus, updating knowledge about the system of rules of contemporary literary language, dynamic stability as their main feature, mastering the ecological approach to the use of language resources, practical reliance on the best achievements of Ukrainian artistic expression increase intellectual level of students of economic university, among whom every year there are less the so-called standardized language personalities and more people who can be called non-standardized, as having a high level of language, cultural (background) knowledge. Therefore, linguodidactic approaches to teaching language courses are based on situational assignments, with a focus on intercultural specifics of the modern world, where language personality should be able to self-identify easily. Associational and communication experiments, language exercises, reconstruction of precedent texts of classical and contemporary literature enable to plunge into the world of word, generate the student's attitude to the word as a phenomenon of national culture, communication tools (Pisaruk, 2014).



\* Certification course "Modern Polish-language business communication".

\*\* Certification course.

**Fig. 1. Structural model of language education in the university of economics (using the example of program "International Business")**

Therefore, updating knowledge of rules of contemporary literary language system, dynamic stability as their main feature, mastering the ecological approach to the use of language resources, practical reliance on the best achievements of Ukrainian art of expression raise the intellectual level of students of university of economics, among whom every year there are less the so-called standardized linguistic identities and more of those who can be called non-standardized, having a high level of linguistic, cultural (background) knowledge.

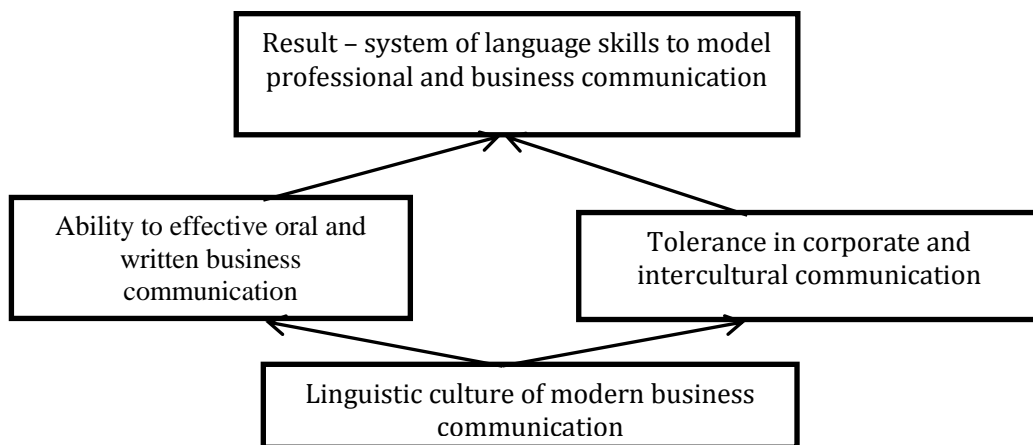
Language and vocational component of language learning at the university is actualized by the fact that traditional matrix of specialist training is continuously renewed through diversification of industries and specialties. Hence the emphasis is laid on competence approach to professional language learning that takes into account the specific requirements of a particular industry standard. Development of knowledge and skills in professional scientific communication, without limitation of mastering terminological apparatus of the relevant branch of knowledge is another assignment of the course "Ukrainian literature", which is diversified by different specialties (Lisniak, 2014). Students learn not only to organize communication according to the rules of literary language in any situations of professional communication, but also to appropriately use knowledge of communication strategies and tactics of such communication. For effective mastering the basics of professional language we use text that combines information, content and language levels. Therefore, using methods of work in small groups, situation tasks, role-playing games in the classroom we work out communicative needs of students not only in adequate obtaining of professional information from ready specialty-related texts, but also the need of producing own text as a monologue statement that is similarly adequate to the programmed professional situation at the level of linguistic expression (Kolesnykova, 2013).

Modern science as a result of cognitive activity of universal intelligence often offsets national signs of language and converts scientific style into functional subsystem having no national signs. However, national originality of scientific world building is directly reflected in the texts of scientific style of modern literary language. Therefore, a future specialist in any branch of knowledge, including such a dynamic and open to innovation branch as economics, must learn to meet the general criteria while representing the level of individual mastering the system of means of scientific language. To support scientific vector of educational paradigm and work out the course of flow-through language training the optional course "Culture of scientific language" is taught at the university. The course focuses on the most significant challenges of mastering the language of professional and scientific communication, development of a clear balance between terminology and communicative orientation of the course. The essential requirement is connection with the vocation-related subjects that enables to work out a common approach to development and deepening of the appropriate competence. Mastering the training material, the students form the skills of making texts in different situations of scientific communication; professional word proficiency in oral scientific communication, free use of rules of language and structural logic execution of scientific research (Kozlovska, Tereshchenko, 2011). Permanent complication of modern intellectual product needs it the same as constant verbal and non-verbal interpretation. Industry profile of the university logically entails active research of economic terminology of the modern language of science, thus, students of various specialties master the appropriate terminology as information core area of industry sublanguage. The assignments in the form of mini-case studies represent problematic aspects of modern terminographic area, including the phenomenon of borrowing of lexical units and their adaptation to the established language patterns. Some research projects of students, who are advised by teachers of vocation-related

subjects, reveal interest of the future economists in the codified development of language of modern economics, creation of electronic versions of dictionaries of its separate sublanguages. Therefore, development of language professionalism is facilitated by integration nature of the course and cooperation of teachers of language and teachers of vocation-related subjects.

The course "Linguistic culture of modern business communication" shifts the educational focus on communication skills of a future economist in another field of communication – business. It is recognized that official business style of literary language has a high degree of functional activity nowadays. Thus, the objective of the course is to develop skills to choose the language strategies and tactics of business communication and use them effectively. Traditional for vocation-related subjects form of mini-case studies enables students to solve problematic situations of business communication, work out oral and written business communication skills during language trainings, communicative games (Kozlovska, Tereshchenko, 2015). The specific situation assignments teach how to use effectively the basics of language culture in heretomorphic situations of oral and written business communication, create a corporate text, and improve the communicative competence of students. No doubt that the training material is coordinated with the disciplines of professional training cycle such as "Personal management", "Cross-cultural management", training courses "Entrepreneurship and business culture", "StartUp" and others.

This approach makes it possible to acquaint students with the basics of organizational linguistics the elements of which, in fact, represent the optional language subjects. Activation of oral field of language and vocational communication in terms of global communications actualized the need of subjects such as "Modern rhetorical canon" and "Practical rhetoric". These training courses offer students theoretical and applied knowledge in the field of rhetoric and modern speech etiquette, in particular for communication with business partners who represent other cultures. Their assignments correlate with



**Fig. 2. Competence micro model of integration course "Linguistic culture of modern business communication"**

(Structural model of language education in the university of economics, 2016).

vocation-related subjects of different specialties as far as they deepen knowledge of general cultural background of communication, rules of linguistic behavior and interaction in the relevant communicative situations, form the students' set of competencies sufficient for the initial communication with domestic and foreign business partners. Practical sessions envisage updating knowledge of culture of oral speech, because the students learn to express opinion efficiently, present the generated text to the target audience. The complex of individual and group exercises is intended to teach a student to avoid conflict situations resolving them using language means, master the skills of successful dialogue with business partners, choose the most effective methods of communicating with the representatives of domestic and foreign businesses. Thorough linguistic cultural vector of language training is supported by updating knowledge of national peculiarity of speech etiquette in multiethnic contemporary world.

The new integration course "The Art of Presentation" is aimed at forming the ability to create different types of presentations, operate communication technologies for successful presentation as a part of effective public speaking in any field. The contemporary speaker should be able to actively express his research position using rhetorical mechanisms and capabilities of different types of interactive multimedia presentations and cloud services. The students are taught by the teachers of language and literature, the teachers of computer science and specialized university departments that enables creation of a quality product both in teaching and professional processes. In practical and laboratory sessions students can learn to choose effective means of linguistic behavior depending on the particular purpose and create a monologue or a dialogue, adequately define, structure and analyze different types of rhetoric situations. Multiformat situational assignments, language workshops help to make a reasoned presentation that addresses the needs of the target audience and renders own rhetorical scenario of the speaker. In fact, the result of such learning activity is creation of incentive in the form of learning lingual knowledge of students' projects. The authors actively use the new information and communication technologies, combine verbal and non-verbal material that makes it possible to present the finished project in Internet environment in the form of audiovisual compositions. Thus, each future specialist, on the one hand, learns to standardize own language behavior and, on the other hand, gradually forms a linguistic identity constructing oral communicative discourse within and outside the university.

To avoid possible communication failures in teaching of all language subjects an important aspect is to teach the ability to live in today's multicultural world. The Ukrainian and foreign students need to form intercultural competence combining different strategies of linguistic behavior in native and foreign language (other cultural) space of Ukraine. Therefore, a separate vector of language training in the University of Economics is teaching of Ukrainian as a foreign language (optional). The purpose of such academic discourse is development of complex strategic and practical skills of free communication in all areas of communication for a foreign student staying in Ukrainian-speaking environment. At the second stage a foreign student masters, considering the specificity of the specialty, the professional language, while improving the acquired communication skills, avoiding cross-cultural barriers or leveling possible intercultural conflicts. The logical completion of such language mastering is innovative course "Intercultural communication" for the students of master's level, which is coordinated between several language departments of the university.

Separate place in the described model of integration language subjects occupies teaching of Polish as a foreign language for Ukrainian students. As a result of study of the Polish language the student's master oral and written texts on a basic level, learn the

necessary lexical and grammatical material that enables to communicate freely in basic professional and everyday communication situations. However, following the professionally oriented language learning direction at the Kyiv National Economic University, the best students undergo competitive selection and have the opportunity to learn certification course "Contemporary Polish-language business communication" under the auspices of the Association of Polish Entrepreneurs in Ukraine. In content and form it is a kind of "model in the model" where the accumulated efforts of the representatives of different areas of communication: diplomatic corps (supported by the Consular Section of the Embassy of Poland in Ukraine), the Union of Poles in Ukraine, Polish-speaking mass media (newspaper "Dziennik Kijowski"), entrepreneurial sector, colleagues from Polish universities (including the Catholic University of Lublin, the University of Warsaw). The students are offered language training in the appropriate professional situations, language case studies, online lectures, web-sessions, coaching sessions, master classes, and as a result – the actual practical skills of using the Polish language in business environment.

### Conclusions and suggestions

The proposed model of language learning with the integration disciplines constituents is an active component of interdisciplinary mobility in the corporate code of the Kyiv National Economic University that promotes its establishment and improvement. The whole system of language subjects in a non-specialized higher educational institution is united by one cross-cutting idea, i.e. formation of a tolerant linguistic identity of the student, who on the basis of acquired competences improves the ability to use in the optimal way verbal and non-verbal means in a particular communication situation. It is a set of strategies of linguistic behavior that build the cross-cutting language trajectory during professional training of future economists, lawyers, sociologists, and psychologists. The student learns to structure own communicative space in accordance with the purpose and objectives of effective communication in the communication space of university of economics.

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