

THE PEDAGOGICAL CONDINIONS FOR PROFFSSIONALLY ORIENTED TEACHING FOREIGN LANGUAGE TO FUTURE SPECIALISTS OF ECONOMIC PROFILE

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Abstract. The article presents the pedagogical conditions for professionally-oriented teaching foreign language defined and substantiated by the authors. It shows that challenges, which modern students face, cause relative transformations in teaching process and provided educational content. The article focuses on comprehensive communicative competence models, formation of positive motivation, interdisciplinary connections, business simulation games and role-playing.

Keywords: professionally-oriented foreign language, pedagogical conditions, communicative competence models, positive motivation, interdisciplinary connections, business simulation games and role-playing.

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Introduction

Significant changes taking place in the national system of higher education in Ukraine were initiated by the country's integration into the European space of higher education through the accession to the Bologna process. In spite of unfavorable current political situation and grave economic crisis in Ukraine modern foreign language teaching (FLT) of future specialists moves ahead in accordance with the motion vector of Ukrainian higher education based on the principles of internationalism, plurilingualism, democracy, equality and innovation. The national parameters of teaching and learning foreign languages (FL) comply with internationally accepted standards described in the European Recommendations of language education (Common European Framework of Reference for Languages: Learning, Teaching, Assessment, CEF). These standards require that the design of courses and programs be in accordance with the professional needs of students and meet expectations of society, which in its turn will facilitate mobility of students and their competitiveness in the labor market; encourage independent language for professional purposes learning throughout life (Pan-European Recommendations, 2003). Absolute unification of programs for professionally-oriented foreign language (EFSP) teaching of future specialists is impossible because of the diversity of students needs.

The purpose of FLT of future specialists of economic profile is the formation of abilities, skills and willingness to use it as a communication tool and means of solving professional problems. The modern economist must be able to establish contacts with foreign partners independently, hold negotiations, write business letters properly, draw up business

contracts, process professional information acquired from foreign-language sources. One of the problems of language education while forming professionally oriented foreign language communicative competence in process of teaching is having methodological support adequate to the requirements of time and environment.

Pedagogical conditions for professionally-oriented teaching foreign language

Analyzing forms and means of teaching a foreign language, we came to the conclusion that the system of traditional methods of teaching vocabulary and grammar of a foreign language to students of economic faculties don't meet the requirements of pan-European Recommendations of language education activity-oriented approach, when future language users are, primarily, "subjects", but not objects of language acquiring process. Moreover, students become social agents, acting independently and making their own free choices. Thus, for them "language acquiring and applying includes the actions performed by persons and leading to a valued goal, with understanding its consequences and consideration of the appropriateness of verbal means chosen to achieve it. The roles of mature individuals or social agents develop a range of competences, both general and particular, first and paramount of which is communicative speech competencies. Formed competencies are used as appropriate in different contexts depending on variety of conditions and needs for different types of speech activity (Stevens, Peter, 2007). Being guided by CEF recommendations concerning competencies, context and communication, we believe that the introduction of professionally-oriented foreign language teaching is possible under the following pedagogical conditions:

- availability of comprehensive communicative competence models for FLT in Universities of economic profile;
- formation of positive motivation in the teaching process of future specialists of economic profile;
- applying the content of professional academic curriculum through interdiscipline connections for professionally oriented FLT of students of economic profile;
- involving students in business simulation games and role-playing professionally oriented activities.

The above mentioned conditions ensure a basis for formation skills and abilities of FL professionally oriented communication.

Teaching EFSP means to meet potential needs of a future specialist to implement information shared through foreign channels, as well as carry out data search independently, accomplishing accumulation and extension of professionally significant amount of knowledge in process of professional training and professional activities.

Communicative competence

The necessity to exchange information requires mastering communication skills, such as interpersonal communication, interpersonal relations, interpersonal perception, which contributes to the formation of the ability to a productive dialogue (Canale, 2013). The mastery of designated skills and abilities to establish and maintain rapport with interlocutor is defined as communicative competence. Communicative language ability is a personality trait which is guided by positive motives in pursuing the objectives of communication in a foreign language in the implementation of communicative contacts and exchange of information. Being aimed at forming verbal communicative competences, it is necessary to apply

approaches to learning based on the development of communicative skills. But it is next to impossible to learn how to communicate without communication simulating activities. Communicative competence involves knowledge, motivation, and skills. It's not enough to know what good communication consists of; you must also have the motivation to reflect on and perfect your communication and the skills needed to realise it. Students are expected to learn to function properly in the target language and culture, both interpreting and producing meaning with members of the target culture (Master, 2009; Munby, 2009).

Globalization of world economy requires competence in more than one language, ability to switch between languages – from one language to another and vice versa – according to the circumstances at hand for the purpose of coping with a professional matter. Fortunately, providing experiences for contact with language in context is not problematic any longer. Unlimited access to the target culture provides sufficiently rich environment for the acquisition of communicative competence, including many aspects of discourse activity, such as paralinguistic and extralinguistic behavior. Hypermedia and multimedia environments provide a more appropriate setting for students to experience the target language in its cultural context, contributing to the development of communication skills in their native language. competence in more than one language can switch between languages – from one language to another and vice versa – according to the circumstances at hand for the purpose of coping with a social matter.

Thus, communicative and professional orientation of foreign language teaching defines the first pedagogical condition of the pilot programme.

Positive motivation

The success of development of foreign speech skills of students of higher education institutions of economic profile is significantly influenced by positive motivation to learning a foreign language. Motivation determines the orientation of the personality, his character and ability. The motives are the specific causes, incentives, forcing a person to act, to commit, to do things. The nature of activities distinguishes between social and cognitive motives. Cognitive motives refer to making ways to gaining knowledge, obtaining academic degrees, orienting to acquisition of additional competence. Social motives turn a person to different ways of interacting with others, assert their role and position in the team (Gianelly, Marge, 2011).

Motivation is a complex of different motives: aims, causes, needs, interests, aspirations, goals, drives, impulses, intents, ideals, incentives etc., which, in a broad sense, determine the individual's behavior. Motivation of learning activity is carried out by the person consciously as a result of processing those influences which they receive from the family, social environment and their own conscious or subconscious attitude towards these impacts and is associated with the peculiarities of attitudes, aspirations and interests of the individual. Negative learning motivation develops because of learning obstacles and difficulties, unpleasant feelings and emotions, which lead to negative consequences while studying. Positive motivation for learning is generated out of educational activities, and mainly associated with the life prospects of studying process. Generally people are motivated by doing something that they enjoy, working with people they like, engaging in something that is challenging, and completing something that has both extrinsic and intrinsic rewards.

There are many factors that affect student's motivation to learn: interest in the subject matter, perception of its usefulness, general desire to achieve, self-confidence and self-esteem,

as well as patience and persistence. And, not all students are motivated by the same values, needs, desires, or wants. Some students will be motivated by the approval of others, some by overcoming challenges. To encourage students to become self-motivated independent learners, Stipek, D. (2001) discusses eight characteristics that are major contributors to student motivation: instructor's enthusiasm, relevance of the material, organization of the course, appropriate difficulty level of the material, active involvement of the students, variety, rapport between teachers and students, and the use of appropriate, concrete, and understandable examples. Thus, positive motivation for learning can stem from the teaching process and encourage students to acquire new knowledge and skills, immersing themselves in gaining knowledge. It is the formation of a stable positive motivation of future specialists of economic profile for learning FL which was considered to be the second pedagogical condition of effective professionally oriented teaching.

Principles of contextualizing content of foreign language teaching to professional needs of future economists

Contextualizing content of FLT in the aspect of professional disciplines is a requirement of competent approach to education. The professionally-oriented education takes into account a professional orientation of both teaching materials and the activity including modes and methods to form professional skills and abilities. A professional orientation of students' activity, first of all, requires combining foreign language discipline with major subjects. Since the discipline of EFSP is flexible and responsive to the use of information from other disciplines, using the context of professional curriculum will contribute to the conscious transfer of the acquired students' professional knowledge in the field of foreign communication and become a means of enhancing of their general, social and cultural level. Professionally oriented course of FLT is organized around content. The challenge lies in the principles of its structuring relevant to the goals of FLT. The declared principle of professional orientation doesn't give a definite idea of the volume and thematic preferences of the content formation. The lack of strict criteria leads to the solution of these questions often dependent on the content of textbooks and manuals. The context of other disciplines which are studied by the students fits to the three areas of speech teaching:

- social-cultural direction of general course of foreign language (common speech, speech for everyday communication);
- professional orientation of the course of foreign language for specific purposes (for communication of specialists from different branches);
- business orientation of the course of foreign language for business communication, which is typical for many fields of business activities (e.g., writing summary, business correspondence, holding negotiations, telephone conversation, making reports, presentations, discussions as well as participation in international conferences, using language in scientific research, etc.).

In short, content area should be relevant to the learners' academic, social and personal needs. Taken together all blocks balance the curriculum in a certain proportion, emphasizing its business and professional content. Therefore, key principle of contextualizing content of FLT is consideration of students' language specialization and occupational environment. The essence lies in including FL activity into the analogue of student's prospective activity.

For the optimization of FLT contextualizing to professional disciplines content it is of paramount importance to cover the topics of professional disciplines coherently and in adequate sequence. Systemic integration and close interconnection of FL with professional disciplines is interpreted in educational purposes, especially for the purpose of content area selection and curricula design. Thematic content becomes the key organizing principle (Darling-Hammond, 2006; Drake, 2005; Etim, 2009). Therefore, linguistic presentation of syllabus is not a random list of words or grammar rules but the derivative of a network of topical issues and concepts. The zone of overlap between professional content and language development activities is constantly shifting. Some students focus on mastering content and neglect their language skills while the teacher's task is to balance the roles of language and special content.

In the development of the experimental program of teaching professionally oriented FL the connections and areas of intersection with disciplines included into professional curriculum of future economists were determined (tab.1). The content of these subjects was considered during preparation of tasks and assignments for simulation roleplaying and business game-based learning.

This programme is rather suggestive, it can be changed in many ways according to the external conditions of teaching (timing of the course, classroom quality, students' motivation, etc.). Research on the advantages of interdisciplinary connections has shown that it leads to improved language abilities and greater content area learning (Drake, 2005; Snow, 2007). It improves not only reading abilities but vocabulary and general knowledge. Contextualizing of TFL to the content of professional disciplines provides the simulation of real world conditions in which professional activity with teaching communication activity imitates real professional communication. Students become more "text-wise". Therefore, applying the content of professional curriculum in a professionally oriented FLT for students of economic profile was claimed to be the third pedagogical condition necessary for successful acquiring comprehensive communication skills. Under this condition, the positive motivation of learning increases.

Business simulation games and role-playing in EFSP

The content of professional disciplines and focus on the development of professional communicative skills have identified the fourth pedagogical condition – students' immersion in the FLT by simulating professional activities. Educational role-play game in system in higher education is an activity of the design and modeling of teaching and learning activities and their subsystems and game modeling of future professional activity of graduates in these systems. The design and modeling of professional activity in the process of a business game in FLT of future economists has two forms: simulation and gaming. Simulation design and modeling of educational-cognitive activity of students is a process of designing a model of real system of this activity with regard to the formulation and solution of professional problems by simulating the specific professional activity with a clear system of knowledge, abilities, skills, traits of the creative personality of the student, which must be provided by high school. Game design and simulation of organization of educational cognitive activity of students is a process of making and implementing roles, adequate professional activity in simulated situations and presentation of interpersonal communication according to the stated goal.

Table 1

**The content of professional curriculum in teaching foreign language to future specialists
of economic profile**

Discipline	Subject under Consideration	Year of study	Foreign Language Class Contextual Activity Based upon Interdisciplinary Complex
History of Economics and Economic Thought	Market economy in countries of European civilization in the period of monopolistic competition (second half of XIX and beginning of XX century)	1	Round table on the theme "The main features of development of market economy and outstanding representatives of economic thought in Europe" (the second half of XIX-beg. XX cent.) Marginal utility theory-Carl Mengel; The General Theory of Employment, Interest, and Money-John Maynard Keynes; Demand and supply graph-Alfred Marshall; Thorsten Veblen- The Theory of Business Enterprise
Enterprise Economy	1) The Structure and management of the enterprise 2) Organization of production or service and product quality assurance	2	1) Presentation of different types of company structures, prepared by method of "Joint project" 2.1) Discussion of audio and video fragments by "Press" method. 2.2) Business game "Chose the best way to reorganize customer service". A critical analysis of a panel of experts.
Macro economics	1) Labor market 2) Economic Dynamics	2	1.1) Economic performance. Writing CV. Simulation roleplay "Hunting for job. The interview with the employer". 1.2) Round table with students having working experience in America within the program "Work and Travel" 2) Analysis and annotation of non-verbal and verbal-visual supports (tables, charts, graphs, diagrams) by methods "Rotary Three" and "Roundabout".
Management	1) Methods of substantiation management decisions 2) Motivation 3) Leadership	2	1) Business game "Profit or principles" 2) Quiz on business ethics, ranking a list of unethical activities, discussion of ethics at work and different ways of being promoted. 3) Watching fragments from "Billions" with subsequent discussion in the style of a TV talk show "Profile of Perfect Chief Executive. How do you imagine them?"
Marketing	1) Sales marketing strategy 2) Current marketing problems	2	1) Simulation - roleplaying "Create and present your advertising campaign" with subsequent rankings according to general criteria 2) Brainstorming ideas on contemporary marketing issues by "Circle of ideas" method. Business game "Defend your favorite brand from counterfeiting"
Money and Credit	1) The Nature and functions of money 2) Commercial banks	3	1) Brain - ring " History of money and monetary systems" 2) Simulation - roleplaying "Getting a Bank loan on collateral security"
Info Business	Planning and presentation of a new company, launching a business	3	Development and presentation of business plan by a "Joint project" method with subsequent discussion and evaluation in accordance with common criteria
Accounting Overseas	Financial statements	4	Preparation of written documents: balance sheet, financial report, budgeting, ledgers with verbal and verbal-visual supports

International Finance	International market of derivative securities	4	Business game "Formation of securities portfolio for companies and legal entities"
International Marketing	1) Models of the firm entering foreign market 2) International marketing communication 3) Socio-cultural environment of international marketing	4	1) Business game "Take your chance, be international, enter the external market». Presentation of team projects, assessment using jointly developed criteria. 2) Dealing with placing international order business correspondence (writing inquiries, confirmations, offers, orders, complaints, replies to complaints) 3) Simulation-roleplaying "Business negotiations with foreign partners". Discussion of the conditions of contract: terms of payment, terms of delivery, guarantees, sanctions, force majeure circumstances.
International Economics	1) Direct investment and international trade 2) World labour market 3) International regional integration 4) European economic integration 5) Globalization of economic development	5	1) Simulation-roleplaying "Search of business-angels" on the international Fund company for investment 2) Simulation-roleplaying "Employment abroad". "Round table" debates "The ways of improving competitiveness on the world labor market" 3) Business game "Solving problems of the French company after its hostile takeover by Swiss competitor" 4) Debates "Wise choice" about the possibility of Ukraine accession to member countries of the EU. 5) Scientific conference "Globalization of the economy. Merger, acquisition and joint venture pros and cons"
Business Culture	1) Culture of interpersonal communication 2) Image of a businessman, technology of its formation 3) Mastering the rules of etiquette in dealing with overseas partners 4) Challenges and barriers in business communication, effective methods and techniques of business negotiations, their solutions and conflict solving	5	1) Round table "Tips for perfect presentation" 2) Game-competition "Dealing with communication breakdown" 3) Social-cultural game "The East is a delicate matter" (planning a visit of Chinese manufacturers) 4.1) Brain-ring of cross-cultural awareness " Cultural peculiarities of different Nations" 4.2) Role-playing activities: Accepting award for your partner's ideas and work; tax evasion; using the company car for personal matters; employment of staff without the relevant documents; the salary in "envelopes", in-house personal relationships, selling defective product 4.3) Simulation-roleplaying "Principles or profit?!" – a meeting of the Board of Directors of a pharmaceutical company concerning possible side effect caused by entry of new pills.

Acquiring language through games is the most successful and promising innovative educational technology. In the process of communicative game we develop language skills and abilities together with purposefulness, dynamism and productivity of thinking, strengthening and speed of memory, confidence and commitment to excellence. From the didactic point of view, learning FL through game is perspective because it becomes a form of integrated learning. Analysis of studies conducted in recent years in the development of educational business games (Palshkova, 2008; Darling, 2005; Gianelly, Marge, 2011; Master, 2009), advanced pedagogical experience in Ukraine and abroad, as well as our own practice of creation of communicative business games based on the above definitions, allowed to identify the main structural elements of the educational role-play games. The structure of the simulation model is a model of organization of educational-cognitive students' work, based on

the model of educational-cognitive activity.

The principle of simulation is laid in the management structure of a business game, involves the construction of learning models, representing in simplified form the selected object reality. The choice of this object to educational business games must be due to the overall objectives of the training of students in high school. Description of the object of imitation suggests a certain didactic processing, the selection of the content information that must be assimilated by students. Simulation games involving mostly playing situations, are held for the purpose of finding ways to improve the quality of work in the future; role-playing game based on conditional roles for participants, are dynamic in collectively-personal relationships, teach to work in groups, form the ability to analyze professional activity, to identify typical professional tasks and develop training and production tasks on their basis. In the structure of educational role-play games there are following components: purpose; actors; the nature of the situation that is being modelled (planning, discussing, holding meetings, conferences, negotiations, etc); the process of involvement provides broad introduction of communicative games, kvazi business situations, case study. Through game activity, with different degree of simulation of professional conditions the formation, improvement and development of FL skills of students arises from various types of FL communication activities. And, on the contrary, multiple and diverse execution of speech actions (operations) become particularly meaningful for the students because they are highly motivated and completely integrated in roleplay activities.

Involving students in the FL professionally oriented activity promotes the formation of communicative skills and abilities:

- to adopt efficiently and properly to various terms of communication, which are constantly changing;
- to plan and implement the communication situation;
- to find necessary communication tools appropriate both for the creative individuality of the student and for the situation of communication;
- to feel and support constant feedback in communication.

In the process of experimental aprobatng of the pedagogical conditions of professionally-oriented FLT of future specialists of economic profile systematic and comprehensive use of professional game situations and models, the programs of development of different language skills complementing each other have been successfully implemented.

As a result of applying four interrelated pedagogical conditions, future professionals in economics acquire comprehensive communication skills rather than isolated language knowledge. Moreover, they acquire the ability, the desire, and means for further development of these skills. The reward of applying above mentioned pedagogical conditions for the teacher is the awareness of providing the students with tools they can subsequently use in a broad range of different situations, refining and upgrading them on the basis of their own professional experience. Thus, the challenge of conceiving this type of FL syllabus is an opportunity for stimulating one's own creativity potential. Understanding the needs of target industry in the field of FL communication and working towards satisfying them will enrich both students and teachers.

Conclusions and suggestions

The professionally-oriented FL education takes into account a professional orientation of both teaching materials and the activity including definite content, models and methods to

form communicative competence and professional skills and abilities. It should be focused on recent scientific achievements in professional sphere of students' interests to provide them with opportunity for professional growth.

Professional orientation of students' activity in FTL, first of all, requires combination of communicative and professional approaches to foreign language teaching in Universities of economic profile; secondly, demands formation of positive motivation and emotional background in the teaching process of future specialists; thirdly, finds it necessary to apply the content of professional curriculum, using interdisciplinary connections; and, finally, expects involving students in FL business model simulation and role-playing of professionally oriented activities.

The above mentioned pedagogical conditions are inseparably interconnected and balance each other. The exclusion or neglecting any of them will have inevitably negative effect and bring to deterioration of FL teaching and learning results, followed by insufficient professional background and low employment opportunities on highly competitive labour market of graduates of economic profile.

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