

SOME ASPECTS OF FOREIGN LANGUAGE TEACHING IN HIGH SCHOOL

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Abstract

Russia is an integral part of the world, due to globalization, expansion of information sphere, development of business contacts. Knowledge of a foreign language becomes a necessity, because in order to successfully cooperate and develop business relationship, it is better not to communicate through an interpreter, but directly with a partner.

There is a need in the formation of foreign language communicative competence, which aims at the formation of a person not just knowing a foreign language but using it for effective communication with representatives of the other cultures. A foreign language should be learnt for specific purposes and in real situations to achieve positive results and to overcome the language barrier.

In cross-cultural relationships the influence of culture manifests itself at the micro - and macro-levels, i.e., for example, at the firm level and at the level of intercorporate communications. In the era of globalization cultural knowledge helps to effectively conduct business, and contacts at the level of individual employees, manifests the interaction of national cultures, taking in account corporate, professional and religious specific features.

An important stage of learning a foreign language is learning to translate.

Often in the translation practice the task is to teach students the translation of monologue speech, to teach the peculiarities of translation of monologue speech.

One of the difficulties of learning is forecasting of speech, the construction of a semantic basis of the utterance, driving at communication.

To produce the desired result of monologue speech the students should have sufficient stock of information on the topic, lexical and grammatical language level should be high enough for successful comprehension and translation of the text. Translation skills and speaking are formed by performing specific exercises and assignments.

Keywords: communicative competence, foreign language, cross-cultural relationships, monologue speech, translation skills.

1 INTRODUCTION

The methodology of teaching a foreign language as a language of specialty in higher education is constantly

evolving. The role of the cultural orientation of teaching a foreign language grows. The task of forming a foreign communicative competence is to achieve a certain result in a certain real situation. In this regard, in recent years, the active approach is widely used, which considers the actors of the educational process as social subjects (Conseil de l'Europe, 2001).

The learning process must take into account the various factors that give the student the tools and competences necessary to master a foreign language and its application in practice. That is why linguistic activity is realized in a certain social context, as close to reality as possible. Students are given macro- and micro-learning tasks aimed at applying certain knowledge and skills to achieve the intended result, which provides the greatest motivation not only for a single student, but also for a group of students (Caré, Debysse, 1995, p.12).

2 METHODOLOGY

Foreign language specialization programs are aimed at forming students' professional competence in the special field of the subjects studied and provide for the students acquaintance with the terms and concepts in the studied specialty. It may be in the field of international relations and international law, with the regulatory documents of the country of the foreign language being studied and documents of an international nature, for example, the Vienna Convention. At the initial stage of mastering the language of the specialty, considerable attention is paid to the study of the grammatical and stylistic peculiarities of the documents' design in French.

The aim of the course is to form active competences in students in the following areas: translation and interpretation of special texts; oral and written abstracting of texts on the specialty being studied; understanding and production of oral professionally oriented speech in French on the subject of the specialty being studied.

Thus, proposing to fulfill a task, for example, to hold virtual negotiations on the Internet that are impossible in reality, the students set themselves as social actors and are given certain goals, namely: the overall goal is to organize negotiations, the social goal is to work together, The linguistic goal is to write a protocol of negotiations in French, an intercultural goal is to discover new partners for negotiations and a new country. From the linguistic point of view, the task should be consistent with the level of knowledge of a group of students (Rodier, 2009).

When studying French as a language for specific purposes, not only linguistic internships, but also intercultural and professional exchanges are important. Mobility of students of higher education contributes to the acquisition of experience of communication with specialists, the discussion of scientific problems. Participation of students in foreign conferences, acquaintance with cultural customs of the countries help to master the foreign language being studied.

Much attention should be paid to one of the main competences - "speaking", which is necessary for future specialists in their work, for example, in the field of international relations and international law. To achieve this goal, audio and video materials of undoubted interest are used. They are good for teaching oral speech, understanding the different pace of speech and the options for pronunciation and speaking, imitation of discourse (Duranton, Rodier, 2001).

Speaking skills are formed with the time being, which requires to perform special exercises, tasks aimed at developing speaking skills. One should learn to establish logical and semantic relations, to analyse the means of expression, ways of reasoning, etc.

Monologues can be based not only on the material of one text or several texts that have been heard both in Russian and French. In such a case, cross-text connections, common understanding of the topic, individual interpretation of the theme etc. are used.

Text translation in terms of intercultural communication should take into account the main features of language culture. Translation is not only a replacement of one language by another, but the replacement of cultural elements. This replacement cannot be complete, because it is practically impossible to adapt the text completely to the norms of another culture (Komissarov, 2001).

Often, in one master's group there are students from different universities, who have different levels of the foreign language command. Sometimes the foreign language of the newly chosen profession has to be taught almost from scratch. For productive employment, it is desirable to carry out a preliminary survey of students to determine the level of knowledge, to find out among undergraduates those who will continue the engagement in professional activities and who will go into scientific work. Such a variety of tasks creates certain difficulties for the teaching of a foreign language. It is necessary to create a motivation for teaching a

foreign language, create an atmosphere in the audience that is as close as possible to a real professional environment (Courtilon, 2003, pp.63-74, 97-101).

Effective teaching of French as a foreign language is impossible without resorting to a cultural dimension. Learning the language should certainly be in close connection with the culture of the country. Students should be prepared for the possible difficulties of intercultural communication, in order to get better understanding of the labor market, for example, in the countries of the European Union. Knowledge of cultural traditions, understanding the mentality of partners, professional language skills are essential components of successful business management of French and Francophone businesses (Njiké Noutchié, 2016). To achieve these goals, the teacher has to create new techniques and improve existing ones.

An active approach involves the use of training sites. The implementation of this type of work can be carried out on the basis of French magazine and newspaper articles, interviews taken from francophone sites.

To increase the knowledge, skills and techniques in learning French for specific purposes, the experience of watching films on the subject matter is interesting. After watching the film and, in some cases, after reading the editing sheets, you can discuss individual scenes, analyze the problems posed, and conduct a round table on the topics under study. In the performance of this type of work, trainees acquire knowledge not only of linguistic, but also of cultural nature. Employers highly appreciate the ability to translate, read, compile analytical reviews of documents, press, specialized literature and to negotiate. Any negotiations with foreign partners are, above all, human contacts, interaction of different cultures.

The language training for specific purposes includes several modules: a general foreign language, foreign language for special purposes, foreign language for academic purposes. In the magistrate it is advisable to give preference to the last module, since it is the foreign language for academic purposes that develops the linguistic and communicative competences of academic orientation.

Learning a foreign language for academic purposes involves the ability to write scientific articles, make presentations at conferences, to conduct scientific discussions with scientists from different countries. Ability to translate special literature, make analytical reviews of scientific articles are mandatory stages of teaching a foreign language for specific purposes in the magistrate. Teaching a foreign language in higher education for academic and scientific communication is of great importance in terms of preparing for writing a master's thesis. Thus, the master's degree will allow to train high-level specialists with the competence of professional foreign-language communication.

3 RESULTS

The two-year master's program, which includes a program of teaching a foreign language for specific purposes, is a logical continuation of the bachelor's degree, the first four-year degree of higher education in Russia. It gives an opportunity to engage in research activities, providing a high degree of specialization and making formal and business contacts both in written and oral forms unhindered from the language point of view.

Master's thesis as final qualification work of higher professional education is an independent logically completed scientific research aimed not only at solving specific problems related to future professional activity, but also tasks of a linguistic nature. For example, in a number of Russian universities (in Moscow in the PFUR), the delivery of the master's thesis is being done in a foreign language.

Scientific reports at conferences in a foreign language, participation in round tables on topical scientific issues in a foreign language, participation in scientific seminars in a foreign language, publication of scientific articles in a foreign language in scientific collections and journals are stage-by-stage preparation of students for the delivery of a master's thesis in a foreign language.

The result of studying at the PFUR master's level is not only the training of high-level specialists for research and practical activities in various state and private companies, public authorities, universities, but also in-depth study of a foreign language as a language for specific purposes for work in large international companies.

4 CONCLUSION

Knowledge of foreign languages becomes a tool for professional activity, ensures the successful career development. An integral part of learning a foreign language is the ability to behave appropriately in certain situations, knowledge of the national mentality, the manners and customs of the country of studied language. Ignorance of the business culture in the process of interaction can lead to negative consequences, and

conflicts. For a fruitful dialogue with other cultures it is important not only to be able to correctly formulate thoughts in a foreign language, but also to observe the cultural norms, traditions of the representatives of this culture.

Two-year programs for the preparation of masters are aimed primarily at people who have a first stage of higher education (bachelor's or specialist's diploma), as well as for those who want to receive in-depth training in the selected master's program. Training in the magistrate makes it possible to deepen knowledge of the existing specialty and /or get a new profession, as well as improve the knowledge of a foreign language specialty.

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