

as in the context of increasing the globalization of world cultures and the integration of Ukrainian society into the European cultural space. Research hypothesis: the most acceptable way of identifying an ethnic group in a globalized world is the multicultural identity that enables the use of knowledge and experience of one ethnic group to acculturate another ethnic group within the balance between cultural ethnocentrism and cultural relativism.

Thus, the method of project activity is an effective technology used in the educational process. Its value lies primarily in the fact that the development of the problem ends with concrete practical results, that is, the technology is practically oriented. By means of the project method, general and professional competencies are formed, which is an important factor in the professional implementation of the teacher and student as a future specialist in the field of communication, in particular intercultural.

Key words: *project, project activity, intercultural communication, model of multicultural communication.*

Отримано 30.01.2018 р.

UDC 378.016:81

A. A. Matiychak, I. S. Muradkhanyan, Zh. B. Cherska

COMMUNICATIVE COMPETENCE FORMATION IN TEACHING FOREIGN LANGUAGES TO STUDENTS-ECONOMISTS OF MANAGEMENT SPECIALITY (on the basis of English and German)

Modern approaches to teaching foreign languages in professional sphere have outlined a series of relevant techniques to form communicative competence, necessary for professional contacts in business activities, which stipulated the revision of accents in the process of teaching. Future managers implicitly need high level communicative skills with the purpose of participating in competitive struggle on labour market.

A lot of scientists dedicated their works to the question of methods in forming foreign language competence of speaking and oral speech perception: L.H. Korchahina (1986), A.P. Lytneva (1992), L.I. Morska (2001), I.D. Solovyova (1990), O.B. Tarnopolskiy (2002), N. Brieger (2006), D. Johnson (1994), N. Hutchinson (1996) and others.

The problem of oral speech teaching, concerning students of economic professions was investigated by N.L. Drub (2005), O.P. Bykonya (2006), V.D. Borshchovetska (2004), I.V. Kolomiyets (1992), S.S. Kolomiyets (1994), S. Skurativska (2002).

Nevertheless, the analysis of communicative competence formation in teaching students-managers, with approximately equal level of English and German in European universities, hasn't been an object of investigation yet.

So, **the aim of our article** is to study approaches, methods and techniques of communicative competence formation on the basis of comparative analysis of English and German. The material of investigation is a set of communicative exercises at the foreign language classes for 2nd year students of management speciality in Ștefan cel Mare University (Suceava, Romania).

The Faculty of Economic Sciences and Public Administration in Suceava University Ștefan cel Mare offers 3-4-year Undergraduate and 2-year Postgraduate programmes. The undergraduate subject areas are: Finance; Management; International Economics and Business; Economic Cybernetics, Statistics and Informatics; Accounting; Business Administration; Administrative Sciences with a programme in Public Administration and Management Assistance and Secretarial Studies.

The Management programme trains students to be skilled managers in all economic areas. Business Administration instructs future economists, specialists in management and business administration, to be able to conceive general management strategies and marketing policies to apply to any type of enterprise in the economic areas.

The peculiarity of professional speech formation according to Lychko L.Ya. is the fact, that every speech situation is constructed according to a certain principle, characteristic to business sphere [1, 30–32]. Some extralinguistic peculiarities should be taken into account here. Social roles of the interlocutors, following the aim of communication, gain an important status. The problems of communicative ability, interlocutors' thought control and indefinite intercourse results, based on the former experience, determine, in our opinion, the main difficulties in communicative competence formation. That's why, the investigators [2] consider that effective professional communication

requires from future manager the ability to make an appropriate psychological communicative prognostification of the situation that can be gained in the process of its analysis, having decoded communicative demands of the interlocutors. Their adjustments, as a rule, are based on business partners' interests, different attitudes to events and forms of business intercourse. An important thing is enlisting partners in the system of communicative interaction according to the following objectives:

- to build vocabulary in management through reading, listening and speaking, using manuals and other teaching materials written by native speakers of English and German [3; 4; 5; 6];
- to develop reading skills by giving practice in the comprehension of business and economics authentic texts;
- to develop listening skills, using recorded interviews with business people, economists and other experts;
- to improve speaking skills and fluency, providing students with opportunities to express business concepts by themselves, while summarizing, analyzing and discussing ideas in management.

One of the most productive scenarios of communicative skills formation is role playing. But, not all the students of the group can take an equal part in a communicative situation, which is stipulated both by a professional training level and a foreign language level. Thus, task differentiation for different students plays the guiding role in the development of speaking habits. This peculiarity can be proved on the example of communicative exercises and situations for students-managers, stated within the framework of advanced training period in Suceava University (2017).

It's significant, that a group of 2nd year students was subdivided according to the foreign language (English, German) level and their communicative skills. The first group included students able to express their thoughts freely on any professional topic, make no grammatical and lexical mistakes, and reproduce educational material with proper intonation. The second group consisted of the students with developed communicative skills, but they made mistakes in sentence constructions (German), pronunciation standards (English) and didn't use proper amount of professional vocabulary (English, German). The third group of students showed difficulties in professional subject-matters.

Such a varied division gave chance to use effectively exercises of different levels to gain optimum results in each group.

Students of the 1st subgroup with high foreign language level were training both their monologic and dialogic speech on the basis of exercises without the help of any charts and tables, which revealed their ability to communicate in any unprepared situation. Communicative skills of students-economists in monologic speech were analyzed on the example of the topic «Profession choice. Employment», which is taught both to students studying English and those who study German as a foreign language according to their curricula (6 academic hours). In particular on the competitive basis the students presented their business projects and added some documentary information, showed not only verbal ability to persuade the teacher in the importance of the given projects, but demonstrated their knowledge of psychology as well, using gestures and mimicry. The students gave short presentations on a company they would like to work for. They mentioned such points as:

What it does (produces / provides / distributes / sells / invests etc.);

Where it is located (has offices / branches / subsidiaries / factories / stores etc.);

How it is structured and whether this is a reason for its success (it consists of / includes / is divided into / is organized in etc.);

Why they want to work for this company.

Students of the 2nd group took part in the communicative exercises as interviewers, asking the speakers questions in the form of counterarguments; they used no charts or tables and it urged students of the 1st group (interviewees) to prove their own thoughts. These students were asked to make appropriate changes to their own CVs so that they could be serious candidates themselves. But while preparing for an interview for the job they have offered as employers they had to consider such issues:

What kind of questions do you think interviewers will ask?

What is the best way to answer them?

What do employers want to hear / not want to hear?

As interviewers they involved the interviewees into the dialogue, leading in the situation: «*when applying for your first job as a management graduate, you are only one of many applicants, most of whom will have similar experience and qualifications to your own, therefore, how can you get your name into the shortlist for interviewers when applying for a job? What can you do to impress the organization which is hiring staff?*» [5, 31].

The points for discussion in German were: «*Was ist bei einem Vorstellungsgespräch besonders wichtig? Welche Argumente können für oder gegen die Anstellung sprechen? Welche zusätzlichen*

Informationen und Kriterien wären beim Vorstellungsgespräch zu berücksichtigen? Welche Strategien sollen verwendet werden?» [3, 30–32].

Students of the 3d group were working with the tasks offered by the teacher beforehand, they asked and answered questions with the help of charts and other visuals, using key words, etc. Along with the given questions they were offered possible sets of answer options and could choose among them, e.g.: «Which of these tips do you think are the most useful? (Research the company thoroughly; be prepared to talk about your strengths and weaknesses; Be confident and enthusiastic; expect questions about difficult situations you have faced or problems you have solved; have examples of your successful management experiences; have complimentary things to say about the company, its products or services; have some questions you can ask the interviewer, such as: Can you tell me more about your training programmes? Is the company facing with any major challenges? Are there any possibilities of promotion for someone whose results are good?) etc. [5, 37]».

In German: «Für welche Aufgaben ist der Produktmanager zuständig? Welche Informationen sind für die Kenntnis eines Markts von Bedeutung? Welche Eigenschaften des Managers üben den großen Einfluss auf das wirtschaftliche Wachstum aus? Welche Kontakte des Produktmanagers können bei der Entwicklung langfristiger Wettbewerbsstrategien für Produkte behilflich sein? [4, 56]»

Given above communicative illustrations can be used as the basis for discussion in small groups with a teacher as a spokesman summarizing the discussion and its outcome to the class. Alternatively, students can work on thematic professional points in pairs, with the teacher going round the class assisting and advising.

Such an approach has, to our mind, great advantages, as it helps to encourage all the students of the group to greater speaking activity. So, the students with lower communicative skills don't feel any discrimination at the class and try to do their best in the process of professional intercourse.

Varied approach to teaching requires simultaneous teacher's effective preparation for the classes and her constant controlling functions towards the students, because those students have different language difficulties and the teacher is always in a state of exertion, changing accents for each of the subgroups.

Especially it concerns interlocutors' language practice abilities in intercourse scenarios of communicative skills formation. The students, for example, had to classify in order of importance the given motivators, which they consider necessary in their choice of future job: good remuneration (salary, commission, bonuses, perks); good working conditions (a large, light, quiet office; efficient secretaries); job security; the possibility of promotion; a challenging job; long vacations; opportunities to travel in business class; a belief in what the organization does; responsibility; good working relations with the line managers and colleagues; contact with people; a job in which you can make a difference [5, 15]. The arguments adduced by the students proved a three-level model approach as the most efficient one. Students of the 1st subgroup besides completing the task and giving their arguments also added their own proposals to the given list, while other groups were exchanging opinions and discussing questionable points.

As to the comparative productivity analysis of the given approach at the classes of English and German, approximately the same correlation of mastering language levels should be stressed in three subgroups both in English and German. According to the analysis of communicative activity of students-managers at the classes, subgrouping equals to 100% of each student's communicative role.

Quantatively, the 1st subdivision of students, speaking English (35%), dominated a little over the same subdivision of students, speaking German (30% of all students). But, having analysed qualitative indices, better German speaking examples were found out. The peculiarity can be explained by the existence of a German community in this region of Romania, representatives of which are students with high level of German. While presenting their projects in English, students of this subgroup showed wider topic vocabulary and good grammar.

Students of the 2nd subgroup had practically equal figures of knowledge level and communicative skills (42% – English, 43% – German). During the process of studying, the students both of English and German demonstrated proper abilities to construct counterarguments without «support», to follow the interlocutors' thoughts and urge the latter to substantiate their own opinions.

Nevertheless, during the formation of communicative skills in German, students had more difficulties in constructing coherent statements because of the peculiarities of German subordinate clauses. That slowed down the communication tempo and demanded longer asking and answering reflections.

The 3rd English subgroup (23%) showed difficulties in pronunciation of some economic terms. To overcome those difficulties the teachers offered the students «supports» with transcription, which made the process of speaking skills formation better.

Students-managers with low level of German (25%) went on with communicative impediments, based, first of all, on insufficient grammar competence and problematic economic terms with articles; it caused mistakes in constructing sentences and, consequently – to misinterpretation of the utterance.

The given analysis proves, that the varied approach to teaching, i.e. to communicative competence formation of future managers is effective and helps to make the students of the group more active. According to their communicative skills, the English language subgroups and the German language subgroups are divided in Suceava University almost equally. Actually, one can see quicker communication tempo in English, as well as better lexical material knowledge.

German speaking students were better in phonetic aspect of the language, their pronunciation was almost that of the original.

Pronunciation problems are among those of the English language communicative ones, they can be solved with the help of transcription «support». Subordinate clause constructive charts in German and economical key terms, many of which are compound words with articles and plural forms, offset the difficulties of German grammar.

We consider it a long-term outlook to describe the system of communicative exercises for students-managers in Ukrainian higher educational establishments and to put into practice a comparative analysis of communicative skills formation in the Universities of Ukraine and Romania.

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Анотація. У статті розглядаються проблеми формування комунікативної компетентності студентів-менеджерів, проаналізовано підходи, методи та прийоми формування комунікативної компетентності на основі зіставного аналізу на матеріалі англійської та німецької мов. Матеріалом дослідження слугує серія комунікативних вправ на заняттях іноземної мови.

Ключові слова: комунікативна компетенція, компаративний аналіз, прийоми формування мовленнєвих навичок, професійна лексика менеджменту, комунікант.

Summary. The paper explores modern approaches to teaching foreign languages in professional field of economics for management speciality with the help of relevant techniques to form communicative competence, necessary for professional contacts in business activities. The aim of the article is to study approaches, methods and techniques of communicative competence formation on the basis of comparative analysis of English and German. The material of investigation is a set of communicative exercises at the foreign language classes for 2nd year students of management speciality in Ștefan cel Mare University (Suceava, Romania). Communicative skills of students-economists in monologic speech were analyzed on the example of the topic «Profession choice. Employment». The task differentiation for different students played the guiding role in the development of speaking habits. This peculiarity was proved on the example of communicative exercises and situations for students-managers, stated within the framework of advanced training period in Suceava University.

The given analysis proves, that the varied approach to teaching, i.e. to communicative competence formation of future managers is effective and helps to make the students of the group more active in speaking. According to their communicative skills, the English language subgroups and the German language subgroups are divided in Suceava University almost equally. Actually, quicker communication tempo was shown in English, as well as better lexical material knowledge. German speaking students were better in phonetic aspect of the language, their pronunciation was almost that of the original. Pronunciation problems are among those of the English language communicative ones, they can be solved with the help of transcription support. Subordinate clause constructive charts in German and economical key terms, many of which are compound words with articles and plural forms, recompense the difficulties of German grammar.

Key words: communicative competence, comparative analysis, techniques of speech formation, management professional vocabulary, interlocutor.

Отримано: 11.01.2018 р.