

INTERDISCIPLINARY APPROACH IN TEACHING BUSINESS ENGLISH AT NON-LINGUISTIC DEPARTMENTS

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Ability to deal with professional tasks using a foreign language often stands behind a modern specialist's competitiveness at a labour market. Studying a foreign language at Belarusian higher schools should take into account the need to use a foreign language for specific purposes in accord with a student's future profession, thus making implementation of interdisciplinary ties a must when developing teaching materials for studying a foreign language.

Key words: Business English, teaching, interdisciplinary approach.

Close integration of education, science and production is one of the crucial features of modern higher education. Interdisciplinary approach in teaching basic and core subjects at Universities is a natural expression of the integration processes at macro level of a society's development. These ties are important for improving the practical and scientific-theoretical training of students, an essential feature of which is the mastery of the generalized nature of cognitive activity.

Interdisciplinary ties are of particular importance in the system of higher education, where the educational and cognitive processes should be built in organic connection with general education, general professional and special disciplines.

At present, there is probably no need to prove the importance of developing not just basic professional and specialized skills and competences, but universal (academic) ones as well. Having been formed in the process of studying one subject, such skills are then freely used and transferred when studying other subjects and, of course, in subsequent practical (primarily professional) activities in future [1–9].

The educational standards in force in Belarus, developed on the basis of a competence-based approach, define clear requirements for the competence of a specialist and the formation of socio-personal competencies of a graduate of a higher educational institution. Among others, the principles that form the basis of these requirements include the principles of: fundamentalization (as contributing to the orientation of the content of the disciplines of the socio-humanitarian cycle to identify the essential foundations and connections between various processes of the world, natural science and humanitarian knowledge), interdisciplinarity and integrity of socio-humanitarian education (ensuring the integrity of the study of humanitarian knowledge and its relationship with the social context of the graduate's future professional activity).

Since the noted integrative trends in higher education are a multidimensional phenomenon, it seems logical and rational to consider the problem of interdisciplinary ties formed on the basis of one of the most important socio-humanitarian disciplines of higher professional education, namely, on the basis of the foreign language as a discipline.

We can't but say that the competitiveness of a modern specialist at a labour market often directly depends not only on his high qualifications in the professional field, but also on the willingness and ability to solve professional problems in the context of foreign language communication. Thus, studying *Business English* should take into account the specific needs of students dictated by the peculiarities of their future profession or specialty. It involves a combination of mastering a professionally oriented foreign language with the development of personal qualities of students, knowledge of the culture of the country of the language being studied and the acquisition of special skills based on professional and linguistic knowledge. In this case, a foreign language acts as a means of improving the professional competence and personal and professional development of students and is a necessary condition for the successful professional activity of a specialist graduate of a modern higher school.

Studying Business English at non-linguistic departments at Mogilev State Kuleshov University focuses on prospective professional activities

of graduates, which is reflected in the current standard curriculum for the discipline (for non-linguistic departments) through:

- formulating the main goal of teaching foreign languages (developing a foreign language communicative competence of a future specialist, which allows using a foreign language as a means of professional and interpersonal communication);

- specifying the general requirements for the level of mastering the content of the discipline (e.g., the student must be able to communicate in a sociocultural and professional context; read and translate literature on the specialty; draw up written documents using the details of a business letter, fill out participation forms, etc.);

- structuring the content of teaching materials (a module of professional communication dedicated to the study of the subject and content of the specialty; the structure and nature of professional activity of a specialist; typical situations of industrial communication; socio-cultural norms of business communication; professional ethics, etc.);

- describing the structure of the final exam (including reading and translation of the original professionally oriented text from a foreign language into a native language; prepared statement on a given situation and a spontaneous conversation with a teacher within the framework of situations having been studied; abstracting an authentic or partially adapted text, followed by a conversation in a foreign language on its content).

Such an approach to the development of a standard program in the discipline indicates that a foreign language, being an interdisciplinary subject in content, is designed to contribute not only to the expansion of educational horizons and socialization of the personality of future specialists, but also to prepare them for using a foreign language in specific professional activities.

The essence of studying a foreign language for specific purposes is its integration with special disciplines in order to obtain additional professional knowledge and form professionally significant personality qualities. Therefore, professionally-oriented training provides for a professional orientation not only of the content of educational materials, but also of activities that include techniques and operations that form professional skills. It requires the integration of the discipline "Business English" with the core disciplines; sets the task for a foreign language teacher to teach a future specialist on the basis of interdisciplinary approach to use a foreign language as a means of systematically replenishing their professional

knowledge, as well as a means of developing professional skills; involves the use of educational methods and tools that can ensure the development of the necessary professional skills and abilities of a future specialist.

To meet the requirements set the syllabus of Business English studied by third-year students majoring in Information Resources Management includes such topics as:

- fundamentals of marketing; electronic marketing; information marketing; websites as the main marketing tool;
- communication and behavioural standards in business; intercultural communication and professional ethics in business;
- business communication: rules, forms, principles, processes and norms; features of business etiquette in different cultures;
- business meetings; business skills and leadership in business;
- business meetings: features, types, goals, tasks; business meetings: organization requirements, main stages, etc.;
- negotiations: features, types, goals, tasks; main strategies;
- contracts in business;
- office management and business correspondence: use of modern information technologies; norms and rules of international business correspondence; business letters; electronic document management organization of information interaction; online conferences.

The teaching materials includes a terminological dictionary; texts of professionally oriented topics; exercises for the accumulation and systematization of vocabulary and reading comprehension, on the basis of which a willingness to carry out subsequent interpretative activities, including annotation and abstracting, is formed. Such a structure ensures the activity of students aimed at studying and subsequent assimilation of professionally oriented lexical units (grouped according to a logical principle), creates conditions for the most complete understanding of the content of texts, step-by-step formation of skills and abilities of abstracting and annotating text, conducting conversations on their content.

It is important to note that the volume of professional knowledge (as the basis for studying professional vocabulary and reading professionally oriented texts) among third-year students is quite sufficient, because studying a respective issue in a foreign language does not precede, but follows its study in its native language. Thus, professionally oriented foreign language teaching creates conditions for the implementation of closer interdisciplinary ties with the core disciplines being studied.

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