

G. V. Prybylskaja, BNTU, Minsk

Abstract. *Nowadays the knowledge of foreign languages is seen as a compulsory condition for a professional manager to be successful. International partnership and business contacts require a good knowledge of foreign languages and also the communicative competence. This thesis touches upon the necessity to use modern methods of teaching foreign languages in the preparation of the future specialists in business administration.*

Key words: *foreign language, modern methods, professional manager, cross-cultural communication*

Introduction. It should be noted that foreign language is a human communication method or the system through which two people interact. It is used in a particular region or community, for imparting a message, to each other, with the use of words. Language interacts with every other aspect of human life in society.

Over the past decade, we have witnessed an increased interest of applicants to professional education in the field of business administration and management. Highly qualified business managers are required on the modern labor market, therefore higher education institutions are sensitive to this need and are developing new curricula, as well as introducing new widely demanded specialties for training professional personnel in the field of business management.

The current economic situation in our country allows entrepreneurs and managers of various companies to enter the global economic market, which requires professionals in the field of business management to have knowledge and competencies, namely, an ability to negotiate with foreign partners, enter into transactions with suppliers, and expand markets of their products, to be participants at international exhibitions, presentations, participate in conferences. Therefore, one of the main keys to success of a modern manager and business manager is knowledge of a foreign language, and preferably not one. Intensification of international economic cooperation against the backdrop of global tendencies such as migration and globalization require the modern sole trader, who runs the enterprise and speaks foreign languages with his business partners to conclude contacts and successfully negotiate with them.

The main part. The Faculty of Marketing, Management and Entrepreneurship of the Belarussian National Technical University prepares personnel in the specialties of Business Administration and Economics and Enterprise Management. Students of our faculty study many social, humanitarian and general scientific disciplines. It is important to note that from the first year and to the 4th year, students of all specialties of FMME study English, German, and Chinese as the main language. Also students can choose a second foreign language (German, French, Italian, Spanish, or Chinese to choose from), starting from the first year, as learning of the business course of this language helps to deepen specialization.

Professional staff training in the field of business management and entrepreneurship requires the use of the most modern teaching methods and the continuous improvement of educational programs. It should be noted that the curriculum of the FMME provides for the allocation of about 20% of the study time to study foreign languages. Effective methods of organizing classes in a foreign language help students achieve high results in the development of communicative competence. The curriculum provides for the study of the most relevant topics of business communication. After studying each topic, students make presentations of their own creative projects. For greater efficiency, classes with students are often organized in the form of business games. Debates, discussions, and round tables are regularly held. In the process of teaching foreign languages, a major role is given to the use of the latest computer and information technologies, Internet resources, due to which conditions are created that, are close to natural situations in which students are able to apply the acquired knowledge, evaluate and compare them with the knowledge of their comrades.

Teachers have at their disposal rich audio and video material. The video library includes not only video courses, but also a large number of feature films in foreign languages. For many films, teachers of the Department of Foreign Languages have developed and published textbooks. To help students, teachers develop and publish textbooks on the main oral topics targeted at students of economic faculties, test collections to test vocabulary and grammar skills.

An effectiveness of all the above methods is confirmed by the results of a survey of graduates of the Faculty of Marketing, Management, Entrepreneurship. It indicates that more than 50% of the respondents actively use a foreign language for contacts with foreign partners. Most of the respondents do not have any difficulties in cross-cultural professional communication. Such situations of general business communication, such as writing business letters, speaking on the phone, participating in negotiations with foreign partners, searching for information about potential customers on the Internet, etc. do not cause significant difficulties. But it should be noted that the results of the survey also indicate that graduates (54% of respondents) lack a highly specialized focus in learning a foreign language. In this regard, it seems necessary to pay more attention to the study of a foreign language within the framework of specialization, which is impossible without an increase in the number of academic hours allocated for foreign language classes. In this case, it would be possible to conduct one or even several specialized courses for management students in the language they are studying, perhaps even with the involvement of foreign teachers. It is also very effective to organize practical classes and seminars on these disciplines in a foreign language, which would allow students to immerse themselves as much as possible in the situation of foreign-language business communication and easily master and consolidate the professional vocabulary of the studied language. Within the framework of classes in foreign languages, it is advisable to organize a special course in business translation.

Conclusion. In addition, we must not forget that the success of a manager and a leader in the field of business largely depends not only on a good knowledge of foreign languages, but also on the possession of professional skills in

intercultural communication. Cross-cultural communication is understood as communication between representatives of different human cultures (personal contacts between people, less often - indirect forms of communication (such as writing) and mass communication). That is why, in the process of training professional personnel in the field of business management, it is necessary to pay great attention to familiarization with national traditions and peculiarities of everyday and professional etiquette, the mentality of other peoples. It is important to instill in future managers an understanding of intercultural differences as a positive phenomenon, the study of which they need to be successful in their work. In this regard, it would be very useful to include a course in international business etiquette and cross-cultural communication in the curriculum of students of economic specialties.

Humanitarian education of professional staff in the field of business management is impossible today without in-depth study of foreign languages where modern teaching methods and continuous improvement of educational programs have been used, and it also requires the formation of intercultural communication skills of future business managers for a successful cooperation with foreign partners.

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PROJECT METHOD AS AN EFFECTIVE METHOD OF TEACHING ENGLISH TO STUDENTS OF ECONOMIC SPECIALTIES

канд. пед. наук, доцент Л.В. Соловьева, БНТУ, г. Минск

Резюме. *This article is about the importance and role of project method in teaching English to students of economic specialties. Special attention is devoted to the fact that it helps to develop skills of planning the routine, searching and analyzing data and presenting it in an interesting and creative way. The main objective of using this method is creating an English speaking competence.*

Ключевые слова: *project method, educational method, professional education, project-based learning.*

Введение. The modern tendency of globalization and internationalization of the international business challenge teachers of higher education institutions to train highly qualified specialists in economy industry. These specialists must obtain deep knowledge both in economy itself and in the field of business communication and negotiations during their foreign economic relations. Thus, university graduates have to master skills in business communication, which requires extensive knowledge of English. The task is to prepare the students to the requirements of the modern global world with its sensitivity to doing business in a politically correct way. To implement all the above mentioned it is necessary to use innovative educational methods [1].

Основная часть. One of the innovative educational methods we use at the faculty of marketing, management, entrepreneurship, BNTU, is a project method. Project method – is an educational system, which supposes that students gain knowledge in a process of planning and performance of the practical tasks –projects. Initially project method appeared in the second part of the 19th century in agricultural schools of the USA and then it was implemented in general schools. The basis of this method is founded on the pragmatic approach of pedagogics, which means ‘learning by doing’ (D.Dewey). This method was described in works of W.H. Kilpatrick, E. Collins (USA). In 1920s, project method began to be used in Soviet schools. Proponents of the method (V.N.Shulgin, M.V. Krupenin) claimed it to be the only tool of creating an educational school into a school of life. They believed that gaining knowledge will be the result of students’ hard work [2].

Project-based learning we consider as a flexible way to organize the educational process, which is aimed at creative realization of a student’s personality by developing his or her intellectual, deductive and creative skills. It’s possible to achieve in a process of creating in a process of creating a project according to the requirements of a teacher. Using this method while teaching English has several advantages:

1. Receiving a material product;
2. Students develop an ability to work in a team;
3. Students receive an opportunity to test their skills and competences in situations close to real working situations;
4. Future economists obtain an option to implement all stages of creating a project in conditions close to reality.

It goes without saying that project-based learning results in obtaining skills like creativity, critical thinking, ability to search and distribute data and analyze it.