

# Methodical model of professional communication training of students on the English lessons

**Svetlana E. Nikitina<sup>1</sup>**

<sup>1</sup> Kazan (Volga region) Federal University, Kazan, Russia  
Email: [global@ores.su](mailto:global@ores.su)

**Marina N. Vinnikova<sup>2</sup>**

<sup>2</sup> Kazan (Volga region) Federal University, Kazan, Russia  
Email: [info@ores.su](mailto:info@ores.su)

**Gulnara F. Dulmukhametova<sup>3</sup>**

<sup>3</sup> Kazan (Volga region) Federal University, Kazan, Russia  
Email: [russia@prescopus.com](mailto:russia@prescopus.com)

**Zoya I. Pavitskaya<sup>4</sup>**

<sup>4</sup> Volga Region State Academy of Physical Culture, Sports and Tourism, Kazan, Russia  
E-mail: [svetlananik2@yandex.ru](mailto:svetlananik2@yandex.ru)  
Tel.: 89586234654

## Abstract

The article reviews the structure and the content of the methodological model of professional communication teaching of students of humanitarian specialities on the English lessons. A methodological model of professional communication training of students of humanitarian specialities on the English lessons was developed. It has the following structure: logical-methodological, psychological-didactic and technological component. In conclusion, the proposed methodological model is an attempt to weaken the contradictions between the objective necessity of teaching professional communication of students of humanitarian profile in English classes and the insufficient elaboration of this problem, both theoretically and methodically.

**Key words:** Pedagogical Model, Modeling, Educational Process.

## *Modelo metódico de formación en comunicación profesional de los alumnos en las clases de inglés*

## Resumen

El artículo revisa la estructura y el contenido del modelo metodológico de enseñanza de la comunicación profesional de estudiantes de especialidades humanitarias en las lecciones de inglés. Se desarrolló un modelo metodológico de capacitación en comunicación profesional de estudiantes de especialidades humanitarias en las lecciones de inglés. Tiene la siguiente estructura: componente lógico-metodológico, psicológico-didáctico y tecnológico. En conclusión, el modelo metodológico propuesto es un intento de debilitar las contradicciones entre la necesidad objetiva de enseñar la comunicación profesional de estudiantes de perfil humanitario en las clases de inglés y la insuficiente elaboración de este problema, tanto teórica como metódicamente.

**Palabras clave:** modelo pedagógico, modelado, proceso educativo.

## **1. Introduction**

The study of disciplines foreign language, culture of business communication in a foreign language and Professional foreign language is experiencing a huge upsurge at the present stage of our society development. It updates the problem of teaching professional communication of humanitarian specialists. Analysis of theory and practice shows that the logic of the learning process of professional communication is not always reflected in the logic of pedagogical process. Training students in professional communication in humanitarian field is often carried out from time to time, spontaneously, without a thorough understanding of content, structure and stages, methods. The need to increase the effectiveness of formation of professional communication skills of students in humanities in English language training system has shown the consistency of modeling method. In addition, this approach to the problem of teaching professional communication of students in the humanities in English classes required the use of following theoretical level methods: based on the study of philosophical, psychological, pedagogical literature, analysis and synthesis of empirical data, analogy (Kitaigorodskaya, 2014).

Since the content of concept model is treated in methodical literature widely and often ambiguous, it is expedient to clarify its content in the context of this research. The model is a formula that establishes the functional interdependence of the main components and characteristics of the learning process, namely the linguistic material that makes up its content, the sequence of studying the contents, the mechanisms for managing the learning process, controlling the achievable level of communicative competence, and the required amount of training time. Modeling in teaching has two aspects: modeling as the content that students must learn, and modeling as an educational activity, a means without which full-fledged learning is impossible. Psychological and pedagogical considerations dictate the need to use the method of modeling as a method of scientific knowledge. According to the theory of step-by-step formation of mental actions Galperin (2008), the acquaintance of students with some action, which he must master, begins with the performance of this action with the corresponding material objects. Modeling in our pedagogical research is the reproduction and the reflection in the methodical model of content, structure and features of training in professional communication, skills that are required for a humanitarian specialist in his professional activities and the imitation of typical professional tasks, situations, and business games. The student learns these skills and habits.

## **2. Results**

To overcome the aforementioned shortcomings, a methodical model for teaching professional communication was developed. It has the following structure: logical-methodological, psychological-didactic and technological components.

## **3. Discussion**

Logical and methodological component. It includes goals, objectives and scientific approaches of the process of teaching professional communication. In order to teach professional communication, it is possible to distinguish types: practical, educational, educational, developing,

strategic. The aim of our methodological model is to teach professional communication of students of a humanitarian profile.

The tasks of teaching the professional communication of students in the humanities:

1. Formation of skills and skills of professional communication of students of humanitarian profile.

2. Formation of professional-value attitude to English language.

3. Formation of internal motivation to study a foreign language.

Within the framework of this methodical model, the following skills of professional communication will be formed:

1. Correctly choose the content, structure and types of professional communication.

2. To use various verbal and non-verbal means of professional communication.

3. Orient in the situation of professional communication.

When developing a methodological model for teaching professional communication, we used the following scientific approaches: system-activity, integrative-developing, personality-oriented, communicative and contextual. Based on the study of psychological and pedagogical literary sources Galskova (2008) as well as on the experience of English Language classes taught by the teachers of Volga Region State Academy of Physical Culture, Sport and Tourism, the common principles for teaching professional communication to humanities students that have been formulated are as follows:

- Needs and intellectual abilities of humanities students determine the objective and the content of teaching professional communication at English language classes;

- Productivity and effectiveness of the previous teaching stage determine the effectiveness of each new teaching professional communication stage (motivation stage, value stage, operation and activity stage, reflection stage);

- Intensity of reflection in the teaching process, internal and external motivation determine the productivity of teaching professional communication in English language classes.

The practice of English language teaching classes has shown that the pedagogical system of teaching professional communication contains a number of specific features which are necessary to consider in the development of skills and formation of the principles model. Above all, it implies multi-aspect approach, dynamic response and mobility. Therefore, the model of pedagogical principles for teaching professional communication to humanities students must be multidimensional:

### **3.1. Common methodological principles**

1. The principle of the lesson communicativeness makes teaching professional communication at English language classes closer to the real process of professional communication and real situations which can arise in certain professional environments. This principle is tightly related to the principle of professional appropriateness. The topics of the lessons are professionally oriented (Tour operators, Travel agencies, Hotel reservations). Besides, would-be travel agents as well as hotel and catering business managers must be able to easily cope with communicative tasks in everyday life, less standard cases arising in public transport or in the course of planning a trip at a travel agent's, or, actually, during a trip; they have to be able to take part in unprepared conversations on familiar topics, make a complaint/file an appeal, initiate interviews (raise or address an issue of interest for them), they also have to be able to ask a foreign communicator to explain or check what has been said etc. (Vinnikova et al., 2017).

2. The principle of taking the native language of students into account makes it possible to pay attention to specific features of students' native language while teaching professional communication to them.

3. The principle of the dominating role of exercises in all spheres of language acquisition is related to the necessity of creating automatic speech, which is based on exercising because strong abilities and skills of using a foreign language as a means of communication are developed as the result of numerous repetitions of the same communicative units or combinations. Students carry out communicative and conditionally communicative exercises. In conditionally communicative exercises students have to strictly follow the instructions, patterns and structures. Incommunicativeexercisestheydiscussprofessionaltopicsunrestrictedly (Shchukin, 2013; 2015).

### **3.2. Particular methodological principles:**

1. The principle of interrelated teaching types of language activity means the joint acquisition of all the four types of language activity (speaking, listening, reading and writing) by ensuring their mutual influence on each other while each type alternately has a key role in various stages of the teaching process.

2. The principle of oral outpace involves introduction, automation of specific material at English language classes before proceeding to an academic text as speaking precedes writing.

3. The principle of integrity involves integration of knowledge of various academic disciplines (a foreign language and tourism, history of tourism, service management, and hotel industry), simultaneous development of both communicative and professional communicative informational, academic and social skills, sociability, empathy and reflection. Besides, humanities students have to be aware of the customs, traditions and culture of an English-speaking country.

Consequently, the multidimensional approach to the model of pedagogical principles for teaching professional communication to humanities students reveals new opportunities and prospects for their effective application. Technological component. It is represented by stages of organization of the process of teaching professional communication in English classes (elementary, basic, advanced); a complex of active forms, methods, techniques and tools that make up the reproducible core of the methodology for teaching professional communication, that is, the technology for developing skills and habits. The initial stage - module 1 - training for professional communication in classes in English in the volume of 300 hours, (A1, A2). Themes are working life (50 hours), Projects (50 hours), Leisure time (50 hours), Services and systems (50 hours), Customers (50 hours), Guests and visitors (50 hours). Situations of professional communication (case study): speed networking, planning a launch party, corridor conversation, improving systems, managing customer feedback, solving an intercultural problem (Vigman, 2010).

The main stage - module 2 - training for professional communication in English in the amount of 300 hours, (B1, B2). Topics: Security (50 hours), Working together (50 hours), Logistics (50 hours), Facilities (50 hours), Decisions (50 hours), Innovation (50 hours). Situations of professional study (case study): improving data security, creating a plan for effective teamwork, solving a logistics problem, organizing a causal event, the decision game, presenting innovative products. Advanced - module 3 - training for professional communication in English in the amount of 300 hours or more, (C1, C2) Topics: Breakdown, Processes, Performance, Success, Connections, Careers. Situations of professional communication: managing a breakdown in service, introducing new processes, giving a successful presentation, acting on research, planning for expansion, establishing a career review process. The technological component of the methodological model of teaching the professional communication of students of humanitarian specialities in English lessons

includes a substantive, procedural, reflexive and analytical components. The content component of the technological component is focused on the development of all types of foreign speech activity of students (listening, reading, writing, and speaking). The procedural component of the technological component is manifested in the following peculiarities of educational activity in the process of professional communication:

1. Teaching and learning processes interact closely. One follows from the other and vice versa. They condition each other. Therefore, these processes should be mutually agreed, in order to be effective.

2. Educational activities should be intensive, dynamic and flexible in order to ensure the advancement of students from one stage of training to professional communication to another.

The procedural component of the technological component determines the choice of forms, methods and means of organizing educational and cognitive activities in accordance with the specifics of the system-activity, personality-oriented, integrative-developing, communicative and contextual approaches. This introduction of a discussion form of training, problem classes, classes of provocations, round tables, conferences, game projects, business games, playing professional situations. However, the procedural component is determined by the following features: the construction of subject-subject relationship in the process of formation of skills of professional communication (the student is the subject of training, and not the object, as many university professors think); creating a favorable emotional background for intensifying learning intensity; creation of success situations (self-movement of each student and his personal interest, development of sustainable interest); the construction of joint educational activities (work in groups, in pairs, triples, etc., group projects). Let us give examples of different forms of practical training that contribute to the formation of professional skills of students of humanitarian specialties (Khovanskaya et al., 2017).

Paired training. Students in stable pairs (for example, neighbors at one desk), or in pairs of mixed composition (students changed places by type of conveyor) explain each other a question, defend the topic, answer questions, compose dialogues, retell the text on the questions of another student, evaluate the results of a friend.

Group work. Students who are in groups interact in them: explain or discuss new material, evaluate the activities of the comrades, compose the text along the chain (chain-text) or the If-chain. The essence of using the if-chain is that students are encouraged to continue the chain using subordinate clauses of the condition. Thus, it is possible to narrow a lexical theme. Intergroup learning. Groups dealing with different problems, for example, theorists or practitioners, temporarily combine to share experience, information; collective writing of letters and exchange of letters. Preparing students for speeches, reports. Here, the technique of speaking, the method of conducting the discussion, the formulation of questions and answers, the argumentation of judgments, reviewing, and evaluation are being worked out. For example, the preparation of a speech on the topics what is the popular destination in the world? What is your idea of a good job? (On this topic, various arguments of students are discussed and evaluated: a chance to travel, teamwork, flexible working hours, job stability, etc.), How is tourism changing in Kazan?

Criteria for assessing the effectiveness. The main criteria for the effectiveness of the developed methodological model of teaching professional communication of students of humanitarian specialties in the English classes are: the correspondence of the volume, structure and content of instruction (professional topics, texts, problems, communicative tasks and exercises aimed to the formation of various types of speech activity) the main goal of training for professional communication of students of the humanitarian profile, intermediate and private training objectives;

the conformity of the projected structure and content of training to professional communication with the possibilities of the pedagogical process and the requirements of future professional activity; the conformity of the projected means of training to professional communication for the purposes of preparing students (Verbitsky, 2013).

#### **4. Summary**

In our study, a methodological model of professional communication training of students of humanitarian specialities on the English lessons was developed. It had the following structure: a logical-methodological component: goals, objectives, scientific approaches; psychological-didactic component: principles, regularities, qualities of the personality of the teacher and the student, creating a pedagogically comfortable environment; technological component: methods, forms, means and methods of training aimed to build the skills of professional communication; system of exercises; linguistic and speech material; evaluation criteria.

#### **5. Conclusions**

The research revealed the structure, content and peculiarities of the methodical model of teaching students in professional communication of humanitarian profile in English classes.

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