

## Artículo de investigación

**Teaching foreign students the vocation-related language**

Обучение иностранных студентов языку специальности

Enseñar a los estudiantes extranjeros el lenguaje relacionado con la vocación

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Teaching the vocation-related language is the most important task facing teachers of Russian at major faculties. However, teachers of vocation-related subjects note the insufficient preparation of students for the development of functional lexis. The training manual “Training for professional activity in Russian of “Public Relations”” speciality foreign students (authors are L.V. Adonina, S.V. Lazarev, S.V. Smirnova, O.S. Fisenko) described by us is a methodological system built in accordance with competency-based, personality-oriented, communicative-active, communicative-cognitive and integrative approaches.

**Key Words:** Russian language, vocation-related language, competence, training manual “Training for professional activity in Russian of “Public Relations”” speciality foreign students.

**Аннотация**

Обучение языку специальности – важная задача, стоящая перед преподавателями русского языка как иностранного на основных факультетах. Однако преподаватели профильных предметов отмечают недостаточную подготовку студентов к освоению профессиональной лексики. Описанное нами учебное пособие «Обучение профессиональной деятельности на русском языке иностранных студентов специальности «Связи с общественностью» (авторы Л.В. Адонина, С.В. Лазарев, С.В. Смирнова, О.С. Фисенко) представляет методическую систему, построенную в соответствии с компетентным, личностно-ориентированным, коммуникативно-деятельностным, коммуникативно-когнитивным и интегративным подходами.

**Ключевые слова:** русский язык, язык специальности, компетенции, пособие «Обучение профессиональной деятельности на русском языке иностранных студентов специальности «Связи с общественностью».

**Resumen**

La enseñanza del idioma relacionado con la vocación es la tarea más importante que enfrentan los maestros de ruso en las principales facultades. Sin embargo, los profesores de asignaturas relacionadas con la vocación notan la insuficiente preparación de los estudiantes para el desarrollo de la lexis funcional. El manual de capacitación “Capacitación para la actividad profesional en ruso de los estudiantes extranjeros especializados en Relaciones públicas” (autores son LV Adonina, SV Lazarev, SV Smirnova, OS Fisenko) de acuerdo a los autores es un sistema metodológico construido de acuerdo con la personalidad basada en competencias orientado, comunicativo-activo, comunicativo-cognitivo e integrador.

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**Palabras clave:** Lengua rusa, lengua vocacional, competencia, manual de capacitación “Capacitación para la actividad profesional en ruso de “Relaciones públicas” estudiantes extranjeros especializados.

## Introduction

The problem of the formation of linguistic competence that ensures successful education at a university is one of the urgent problems of modern higher school language education. At the same time, there is a mismatch between the requirements for professional and practical training of a future specialist and the level of language training in the field of professional communication of foreign students. That is why the urgent problem of the study is the creation of a methodological system for training foreign students in professional communication in Russian. In this paper, we consider a methodological system for teaching a vocation-related language on the example of the training manual “Training for professional activity in Russian of “Public Relations” speciality foreign students” (Adonina et al., 2018a).

## The degree of scientific development of the problem

The problems of training for professional activities of foreign students in the learning process were covered in the works by T.M. Balykhina, D.I. Izarenkov, L.P. Klobukova, E.I. Passov, A.V. Khutorsky, A.N. Schukov, and others. These studies emphasize the need for foreign students to develop educational and scientific communication skills since the priority tasks of language learning are the conscious understanding and reproduction of special vocabulary within the framework of special subjects (Kosareva et al., 2019; Fisenko et al., 2019; Adonina et al., 2018b; Volkova, 2010). At the same time, as practice shows, foreign students are included in the educational process much worse than expected by special subject teachers, since foreign students have such speech and language training that does not meet the needs of adequate professional communication.

## Discussion of the Problem

### Public relations as a type of professional activity

PR-activity appeared at the beginning of the 19th century in Europe and America, and then it was becoming more and more popular. Industrial growth, the development of the printed media contributed to the emergence of a new type of

professional activity associated with “publicity”. Press agents served as a kind of intermediary between the printed media and business campaigns with the aim of promoting services and goods through a press. During this period, the one-way persuasive communication began to develop. The next stage in the development of public relations is related to informative advertising. New PR technologies were used for the commercial promotion of goods and services by large companies. In the middle of the 20th century, the transformation of public relations services into a socio-political institution of a progressive society took place. The dissemination of the PR information concept was influenced by the formation of a single information space in which everyone has access to all information resources. Public relations took their shape as a type of professional activity at the turn of the 20th – 21st centuries. At that time, narrowly specialized areas of PR activity appeared. The formation of PR-activity in Russia has a slightly different history. During the formation of the autocracy, the sphere of public relations practically did not develop. During the establishment of Soviet power, public relations were replaced with propaganda, which in fact became an ideological tool. The round of public relations development began in the late 1980s. At this time, there are PR agencies. The need for training specialists in the field of PR technologies is gradually increasing. Higher education institutions introduce a new speciality: Advertising and Public Relations. The federal state program provides for the preparation of a graduate for communication, advertising, information, market research and forecasting and analytical activities. In the process of training, graduates must master the following a) general cultural competencies: OK-2 (the ability to analyse the main stages and patterns of the historical development of society to form a civic position), OK-4 (the ability to use the basics of legal knowledge in various spheres of life), OK-5 (ability to communicate verbally and in writing in Russian and foreign languages for solving problems of interpersonal and intercultural interaction), OK-6 (ability to work in a team, tolerantly perceiving social, ethnic, religious and cultural differences); general professional competencies: OPK-1 (the ability to control professional functions in the field of advertising and public relations in various structures), OPK-

4 (the ability to plan and organize communication campaigns and events under control), OPK-5 (the ability to conduct communication under control campaigns and events); professional competencies: PK-7 (the ability to participate in the planning, preparation and conduct of communication campaigns and events), PK-8 (the ability to organize the distribution of advertising products, including text and graphic, work and presentation materials, in the framework of traditional and modern means of advertising), PC-11 (the ability to possess the skills of writing analytical reports, reviews and forecasts) (The Federal State Educational Standard for Higher Education in the direction of training, 2016). The development of these competencies by foreigners is possible only with a high level of proficiency in vocabulary. That is why it is of great importance to developing a methodological system for training foreign students in professional communication in Russian.

#### **General characteristics of the training manual “Training for professional activity in Russian of “Public Relations” speciality foreign students”**

The authors of this training manual set as their task the development of professional skills in the vocation-related language. The manual is designed to facilitate foreign students mastering the skills of professional communication in Russian in their chosen speciality. It involves practical exercises in Russian as a foreign language, individual consultations on the scientific style of speech and preparation for writing scientific student work, active independent work of students, which allows students to more confidently navigate the field of the scientific style of speech. Students gain theoretical knowledge and practical skills in mastering various lexical and grammatical categories of the language, which can be used in their future professional activities.

The training manual is designed for practical work in the audience of first-year “Public Relations” speciality foreign students (universities of the Russian Federation), who speak Russian at the II certification level (Rumyantseva et al., 2018; Gorokhov, 2014). The manual is a sequence of lessons of gradually increasing complexity based on language material related to professional activities in the specified field.

Particular attention is paid to the study of a specialized vocabulary, which contributes to the

expansion and enrichment of the vocabulary of students. The training manual gives an idea of the functional and stylistic features of the scientific style in the Russian literary language, the language of advertising and PR-communication, aimed at improving the communicative professional skills of future public relations specialists.

#### **Methodical system of vocation-related language teaching of foreign first-year students**

The manual is designed for practical work in the audience of first-year “Public Relations” speciality foreign students. The training manual is based on the material of texts of a special nature from textbooks on this topic and is aimed at studying the lexical and grammatical features of the scientific style of speech and the formation of language skills in the speciality. Grammar and lexical tasks included in the manual are developed on the basis of textual material and are aimed at improving the communicative and professional competence of future PR-specialists.

The material of the manual meets the requirements presented in the “State educational standard for Russian as a foreign language”. Second level. General language proficiency” (Ivanova et al., 1999), as well as in the Federal State Education and Advertising Public Relations (undergraduate level) (approved by Order of the Ministry of Education and Science of the Russian Federation, dated August 11, 2016).

The first part of the manual “Training for professional activity in Russian of “Public Relations” speciality foreign students”, “Practical Course” contains new functional lexis, lexico-grammatical structures necessary for reading texts in the speciality, as well as lexico-grammatical tasks aimed at developing linguistic, communicative and professional competence. In this part, texts are given that introduce students to the specialty and prepare them for listening to lectures on other disciplines of the course.

The authors of the training manual, L.V. Adonina, S.V. Lazarev, S.V. Smirnova and O.S. Fisenko, developed 8 lessons:

Урок I Связи с общественностью как вид деятельности;  
Урок II Задачи и функции связей с общественностью;  
Урок III Способы взаимодействия с общественностью;

Урок IV Система маркетинговых коммуникаций;  
 Урок V Товар в маркетинге;  
 Урок VI ПР-компания;  
 Урок VI Рынок и принципы его функционирования;

Урок VIII Поведение покупателя.

Each lesson begins with pretext tasks. Students are invited to read the words, remember their meaning, compatibility and use. For example:

**Vozdeystvovat' (To influence) na kogo? (somebody) (na obshchestvennost' (public opinion))** – vliyat' na kogo-libo (influence someone)

**Vozdeystvie (Influence) na kogo/chto? (somebody / somewhat)** – okazat' vozdeystvie na khod dela (influence the course of business)

**Soblyudat' (To comply with) chto? (what?) (zakony (laws))** – tochno vpolnyat' chto-libo (do something exactly)

**Soblyudenie (Compliance with) chego? (what?) (zakonov (laws))**

**Воздействовать на кого? (на общественность)** – влиять на кого-либо

**Воздействие на кого/что?** – оказать влияние на ход дела

**Соблюдать / соблюсти что?**

**(законы)** – точно выполнять что-либо

**Соблюдение чего?** (законов)

Word formation exercises. For example, foreign students are invited to form adjectives by the model:

1) Pravitel'stvo - pravitel'stvenniy (suffixes **-onn / -enn**) (government – governmental)

2) Vlast' – vlast'niy (suffix **-n**) (power - power-wielding)

3) Teoriya – teoreticheskiy (suffix – **ishesk**) theory - theoretical.

1) правительство – правительственный (суффиксы **-онн/-енн**)

2) власть – властный (суффикс **-н**)

3) теория – теоретический (суффикс **-ическ**).

Then, a text introducing the concept of “public relations” (PR) is given. Definitions of public relations are provided: PR is “the art of creating favourable attitudes towards a company”, “management activities”, “activity on the dissemination of information about anything”.

Next, the structure of a “definition of a concept” by models is worked out: “What is that?”, “what is called as?”, “how do they call something”, “what got the name of?”

The following are grammar exercises. Foreign students are invited to put the word in the desired case (for example, A permanent advertising slogan is called (slogan)); replace selected words with synonymous ones (for example: In recent years, work with the public has risen to a new level in Russia.); form noun combinations from verb combinations (for example: *develop what* – ...).

Communicative competence is formed on the basis of tasks which suggest making sentences

with verbs on the material of the text, as well as tasks suggesting answering questions and comparing texts. The formation of communicative competence is also facilitated by tasks aimed at a reflection.

The second part of the manual is “Texts for reading and taking notes”; it consists of materials that can be used both in the audience and independently. The texts are adapted and non-adapted excerpts from textbooks in the speciality “Public Relations” and introduce foreign students to the basic terminology and specifics of the future profession.

We cite the text “Advertising in the Ancient World” as an example.

### Реклама в Древнем мире

Первая реклама появилась в глубокой древности. Египетская, вавилонская, греческая и римская культуры были знакомы с рекламной информацией о товарах. Рекламу выражали в письменном, изобразительном и словесном виде. Даже тысячи лет назад древние предприниматели ставили перед

собой цель склонить на свою сторону потенциального потребителя, заинтересовать его внимание и выгодно продать ему свой товар. Первой рекламной информацией древнего мира был египетский папирус. Некоторые ученые полагают, что рекламные сообщения могли быть написаны на камнях. Один такой камень был найден в городе Мемфисе, который был первой столицей древнего Египта. В древности рекламный текст писали на стенах и плитах краской. В Греции и Риме до нашей эры все рекламные сообщения писали на специальных дощечках, потом – на пергаменте. На рыночных площадях часто читали народу различные объявления. Самый важный этап в истории рекламы начался после появления печатного станка и массового распространения книг. Кстати, первый печатный станок создал ювелир и изобретатель Иоганн Гуттенберг в Германии в середине 15 века.

The third part of the manual - "Dictionary of terms and concepts" - includes a list of professional words and phrases and their interpretation, the acquisition of which is necessary for foreign students in the 1st year to understand the theoretical training material at this stage of training.

We illustrate some of them:

**PR-информация** – социальная информация, которую произвели органы власти, фирма, человек. Эта информация показывает самые важные факты. Цель этой информации состоит в формировании положительной системы отношений к кому-либо или чему-либо со стороны общественности.

**PR-кампания** – система действий, включающая: а) PRсобытие (информационный повод); б) PR-коммуникацию, с помощью которой информация идёт в общество.

**PR-коммуникация** – система форм, методов, средств и технологий, обеспечивающих оптимальные социальные взаимодействия субъекта маркетинговых коммуникаций со значимыми сегментами среды (общества).

## Conclusions

The training manual "Training for professional activity in Russian for foreign speciality "Public Relations" students" (authors – L.V. Adonina, S.V. Lazarev, S.V. Smirnova, O.S. Fisenko) makes a significant contribution to the

development of the vocation-related language training system. The use of this manual contributes to more effective learning, as it is built on the basis of a holistic methodological system developed and presented in the manual by the authors.

The material of the manual is built in accordance with the following approaches.

**The competency-based approach** to teaching is focused on the formation of the ability of foreign students to correlate "language means with tasks and communication conditions, taking into account social norms of behaviour and the communicative expediency of the statement». The training material of the manual is organized so that foreign students build their speech and non-speech behaviour in accordance with the tasks of communication.

**The personality-oriented approach** is implemented through the inclusion of foreign students in the educational process. The tasks offered in the manual are based on a system of interrelated concepts that orient foreign students to self-knowledge and self-realization.

**The communicative-activity approach** in which "a learner as a subject of learning activity is in the centre of training, and the training system assumes the maximum consideration of the individual psychological, age and national characteristics of the learner's personality" (Azimov & Shchukin, 2009); it suggests the drawing up of a scientific material as follows so that in the process of filing educational material a specific educational task is solved. The object of training, in this case, is speech activity (listening, reading, writing and speaking). The authors of the manual pay special attention to professionally significant information. The teacher and foreign students act as intermediaries.

The essence of each task is explained to foreign students depending on the type of work ahead, and appropriate linguistic training is also provided.

**The communicative-cognitive approach** is aimed at the formation of ideas about the language system among foreign students. The cognitive orientation of the manual is oriented towards the formation of ideas about linguistic phenomena in accordance with the processes of cognition.



**The integrative approach** is the interdependence of individual exercises and lessons. Each educational element is in a relationship of consistency and orderliness with others.

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