

ГЕРМАНСЬКІ МОВИ

UDC 316.77:81'243

Byndas O. M.

Luhansk Taras Shevchenko National University

PHILOLOGISTS' INTERNATIONAL COMMUNICATION AS A KEY COMPONENT TO FOREIGN LANGUAGE PROFICIENCY

The article explores the role of Philologists' Foreign Language Education. The author highlights strategic benefits to philologists' English proficiency. It is stressed that philologists should have a larger degree of communication tools for the foreign language communication than other categories of students. And international communication, as an important component to foreign language proficiency, is the communication practice that occurs across international borders. Mastering English has become a key for the global philologists of the new era since they are supposed to operate as part of joint organizational structures coordinating all spheres of our life.

Key words: international communication, foreign language, philologists, proficiency, strategic benefits, LTSNU (Luhansk Taras Shevchenko National University).

Introduction. Due to the expansion of the sphere of communication there is a great need for adjustment of international contacts, which involves not only overcoming the language barrier, but also formation of readiness for international dialogue, understanding of scientific and cultural identity of philologists, the recognition of the legitimacy of another vision of reality and the acquisition of a new conceptual picture of the world that enables social reality and science and culture understanding among philologists all over the world.

Modern global, socio-political and economic changes are of great interest to the international science and culture as a defining condition for the realization of the creative potential of philologists, the forms of confirmation of the identity of people and the basis of the spiritual health of the nation, international contacts that are developing today in a specific scientific and cultural integration and socio-psychological context.

Hence, the appeal to international communication as the dominant reality of the modern world is a key problem of nowadays and needs to be clarified on a number of issues related to general theoretical aspects, namely, through the dialogue of science and culture.

Extensive work has been done on the general policy making of international institutions in the field of philology, but the language factor has not been particularly prominent there. We believe it is essential to study and

understand the effect of the language choice and international institutions and decision-making within them.

Theoretical Framework. Scientific interest of domestic (F. Batsevich, L. Matsko, O. Selivanov, N. Bidyuk, etc.) and foreign scientists (C. Alptekin, V. Bibler, B. Wolfvov, V. Zolotukhin, I. Sternin, G. Allport, S. Heller, R. Wandberg, etc.) make up the question of philology and psychology of international communication and mutual understanding, mechanisms of formation tolerant personality. The problems of the dialogue of science and culture in the process of foreign languages teaching were investigated by S. Ter-Minasov, G. Tomahin, V. Furmanov, I. Khaleev, D. Tereshchuk etc.

The aim of this paper is to highlight strategic benefits to philologists' English proficiency; the language policies of what we consider are the most influential international institutions, at least within Europe.

We are interested in observing how detailed the language policies are, how important they are to the institutions, and where they are similar and where they differ. Inevitably the main focus will be on the European Union as it is the most researched institution, as regards research on language policies within international institutions. The EU has also had to face the biggest challenges because of this commitment to equal language treatment and this is worth examining [6, p. 108].

Discussion (Results). International communication is the communication practice that occurs across international borders. The need for international communication was due to the increasing effects and influences of globalization. As a field of study, international communication is a branch of communication studies, concerned with the scope of “government-to-government”, “business-to-business”, and “people-to-people” interactions at a global level [5]. While this paper is written at the Romance and Germanic Philology department, it relies heavily on examining linguistic issues to explain the behaviour of philologists in the international institutions. Before going further, it is therefore necessary to look at some of the basic aspects of applied linguistics and sociolinguistics, and how they can relate to issues of country studies. At the first glance these two disciplines might seem to have much difference, when examined closer there are many related issues that are important to both disciplines.

Thus, the relevance and importance of adding linguistic considerations into the discipline of country studies for philologists should become clear and the validity of the research questions should be made evident. At first, we shall take a look at some background to applied linguistics and sociolinguistics, and then show how various linguistic theories and aspects can be applied to studies of the country international communication. Then we shall focus on the position of English in philologists’ world and introduce the importance of language policies.

Language concerns everyone, both philologists, the general public and heads of states, politicians and scientists. Issues related to language use and rights have led to various internal and external conflicts throughout history and this continues to be a controversial topic for many philologists.

The specialists of the philological profile must have a clear understanding of the diversity of national, regional, social and other language options, prestigious and non-prestigious dialects, standard and non-standard forms, as well as the ability to distinguish these linguistic features, taking into account changes in the society and cultures of the peoples who are native speakers. However, in order to be successful employees, it is necessary to acquire separate knowledge, skills and abilities how to develop speech strategies in a comprehensive way that will enable them to plan and carry out communicative activities in the foreign (particular, English) language with using all available communicative resources. The peculiarity of studying the foreign languages by philologists is the domination of its social and communicative orientation. Taking into account the specifics of the students’ foreign language preparing in the context of such professions

as a linguist, a foreign language teacher, a translator testifies about the great opportunities for achieving the highest quality as a result of learning through the use of communicative simulations. Unlike employees of other branches, for the philologists the foreign language communicative activity is not only a means to achieve certain professional goals, but also the main content of the professional activity.

In this connection, students of philological specialties should have a much larger degree of communication tools for the foreign language communication than other categories of students, for whom a foreign language is not a priority in the professional activity [8, p. 95].

Country studies are considered to be the main purpose of foreign language teaching when the information of the cultural and educational character is distinguished from the linguistic information. The teaching of the perception of the foreign language lexical unit takes place against the background of a certain image, similar to what presenting in the minds of the native speakers. In the process of working on the significance of the lexical unit, the student consistently creates an image that is the basis of the semantics of the slogan or phraseologism. Under such working conditions with the national and cultural component of the lexical unit meaning there is not culture, but language on the foreground [7, p. 67].

The most important factor of applied linguistics and sociolinguistics is that language is not seen as a neutral system of communication. It is at its core highly cultural and political, both in use and in its structure, as Joseph (2006) has noted, and the field of applied linguistics has come to acknowledge this fact in the past decades [3].

The language issue is often very important on a national and a personal level and this can easily spill over to foreign policy issues and the behaviour of philologists on an international level. A person’s language is often strongly connected to their feelings of identity, self-image and belonging. It is therefore often a sensitive and difficult issue for many. Identity is a key issue for many disciplines and is important for discussion on both politics and linguistics. Identity issues can be very difficult to examine scientifically and this could partly explain the lack of academic exposure of language issues in the field.

Moreover, people choose which language to use, not only which register or style, depending on their identities and how they want to be perceived and with whom they want to identify. But proficiency in English is a critical component of a successful modern society on behalf with philologists. There are several strategic benefits to English proficiency.

Firstly, English is the language of business, growth, and economic prosperity. With one out of four people on the planet at least proficient in English, the commercial benefits are also significant. The ability to communicate with the broadest customer base possible requires proficiency in English, and cross-language negotiations in a shared third language can be more successful than relying on either company's native tongue [4].

Secondly, English is the language of education and research. Nearly half of all scholarly journals are published in English. In 2016–2017, a record number of international students enrolled in U.S. institutions of higher education – over 1 million – compared to about 300,000 U.S. students studying abroad. English language skills are required to study in U.S. institutions, as well as in many highly regarded schools in Europe, Australia, and around the world.

Thirdly, there are geostrategic benefits to English proficiency. Countries that want to orient their broader relationships toward the West require a broad base of English proficiency. For example, Ukraine would like to orient itself to the West – away from Russia. At present, nearly 30 percent of Ukrainians speak Russian, while English fluency is less common. A much bigger base of English speakers would help Ukraine to reorient its international position [4].

It is worth mentioning that recognition of Luhansk Taras Shevchenko National University (LTSNU), to be more exact, the faculty of Foreign Languages, in the European and world educational space, active partnership and entry into the international educational and scientific organizations is a strategic objective of nowadays.

Thus, the implementation of the international activity of the University includes:

1) development of cooperation with foreign universities and research centers, foundations in the sphere of education, research and training of scientific and scientific-pedagogical personnel, search of international grants for philologists;

2) bilateral agreements with universities in other countries on the mutual recognition of diplomas (we are talking about joint diplomas);

3) the achievement of mobility of students, teachers, researchers, university administrators;

4) restoration work and the creation of new centers of education, science and culture of the partner countries of LTSNU with educational and cultural mission as well as to increase the contingent of foreign students (mostly from Turkmenistan and China).

The international service provided by the Center for International and Educative Work operates at the university to promote international cooperation. The

Center helps the research and teaching staff and the university administration to improve skills by coordinating international educational contacts with relevant institutions abroad. In addition, the Center provides the implementation of scientific and methodological support and execution of appropriate documentation, as well as working with foreign citizens – students of LTSNU in accordance with normative legal acts of Ukraine governing the provision of educational services to foreigners and providing the conditions for their stay in Ukraine.

Considering the issues of international cooperation of LTSNU, it should be noted that according to the results of scientific cooperation with the university of Switzerland in 2015 the university received a grant from the Research Foundation of Switzerland to organize and conduct the course “Certification of Distance Learning Teachers e-Tutor” jointly with “KROK” University (Kyiv), Zurich University of Applied Sciences (Switzerland) and Ankara University.

During October – December 2015 sixty representatives of the teaching staff of LNU were trained according to the program developed by the Zurich University. At the end of the program, participants received international certificates, which correspond to the certificate of completion of training courses, which should be held once in 5 years.

In October 2015, the Information and Resource Center “Window on America” was launched at LTSNU with the support of the US Embassy in Ukraine. The Grant on the opening of the center is planned to renovate the audience, the installation of technical equipment and furniture, purchase of methodical, reference books, CD's and DVD's in English (about 1,000 units). Every week free classes in English are held by the Center coordinator. Here is free access to online libraries at universities in the US (E-Library USA).

In December 2015, LTSNU and the United States Agency for International Development (USAID) signed a grant agreement “Resumption of Training Assistance to the Displaced University”. Within the project the university received assistance in the form of two servers, computer and office equipment.

Thanks to the cooperation with the Embassy of South Korea in December 2015, the university received help to ensure quality of the educational process in the form of computer and office equipment, two digital cameras, server equipment, special equipment for the studio and special air conditioner for server technology. Improvement of material and technical base allowed to improve the work of all departments of the University and to expand opportunities for the educational process of philologists.

The United States could identify areas of collaboration with the Anglosphere, especially the United Kingdom. However, in practice there are limitations on the scope of this cooperation due to fundamentally different guiding principles. The British Council, for example, provides English classes but charges a fee. Furthermore, Australian and Canadian English-teaching programs are less developed than State Department and Peace Corps programs, which makes cooperation challenging. But that could change with some high-level attention from Anglosphere governments.

In 2016 the university received a grant from the British Council in Ukraine for the Project Research Capacity Building: A case study of Displaced University jointly with Cambridge (United Kingdom) within the framework of Higher Education Internationalization. In summer of 2016, there was held the first stage of implementation of the project in the form of five master-classes for teachers of LTSNU and other displaced Ukrainian universities on topics related to the development of research capacity in Ukrainian educational institutions.

On March 2, 2016, the Resource Center for Sustainable Local Development was opened at Luhansk Taras Shevchenko National University with the support of the project.

Today the university administration of LTSNU is negotiating with the University of Almeria (Spain), the University of Nicosia (Cyprus), University of Huaihua (Hunan, China) about signing the cooperation agreements.

The key to the successful development of the higher educational institution is the active social activity of the teaching staff and students, to be more exact, philologists. Scientists of our University are always actively involved in actions aimed at the development of educational technologies. The main goal of the project is the preparation of academic leaders who are willing and able to introduce innovative educational and management technologies into the practice of the Ukrainian higher school. The project is implemented with the support of the Ministry of Science and Higher Education of the Republic of Poland, the Ministry of Foreign Affairs of the Republic of Poland, the Ministry of Education and Science of Ukraine. Candidates (25 people) who are on third and fourth positions in the academic hierarchy of their universities were invited to participate in the project on a competitive basis. In fact, the group of participants consisted of representatives of all regions of Ukraine (except for Crimea and Lviv region). The first part of this project – the training part – took place from October 8 to November 4, 2017 in Poland, in two largest Polish universities – Warsaw University and Jagiellonian University (Krakow).

In addition, meetings and consultations were organized to provide participants with information support in the preparation of micro-projects, which should be submitted to the organizers of the project for philologists in October 2018.

Mastering English has become a key for the global philologists of the new era since they are supposed to operate as part of joint organizational structures coordinating all spheres of our life. So, foreign language teachers in the educational establishments are supposed to adopt content addressing global issues by focusing on cross-cultural comparisons in order to develop students' intercultural competence; and by training students in communication skills that are essential for effective dialogue. Traditional teacher-centered methods emphasize the role of teachers in class and promote rote memorization, heavy grammar instruction and vocabulary explanation. Traditional teaching methods do not position students as the main stakeholders of education, and they also fail to improve students' comprehensive language competence. Today, it is a fact that many teachers still put more emphasis on the delivery of knowledge about the language, while ignoring the development of students' language abilities. This is actually a pure reflection of behaviorist model of learning which assumes that learning occurs by trial and error, repetition, and reinforcement of targeted behaviors. Thus, a corresponding curriculum design focuses on drill and practice, extensive immediate feedback, and a series of small goals or objectives to be achieved [2, p. 281].

The rise of philologists as unique individuals led to a move from the idea to find the best approach or method to teach a foreign language, to designing one's own specific to the educational environment in which the needs of the philologists are to be met. The fact that philologist variables such as age, cognition, native language, educational background etc. diverge into numerous areas has gained widespread recognition. As a result, the awareness of various philologists' needs, individual learning styles, different educational structures, philologists' expectations, conditions of the educational contexts, etc. led many researchers to deal with a special area in ELT; curriculum design. The fact that there is no single instructional strategy that matches all of the objectives of a given course made the specialists match the learning environment with the instructional goals. So, English language teachers of the philological departments trying to fulfill the unprecedented demand for English language competence development, should take the issue of syllabus design seriously and aim at joining both content knowledge and teaching language skills at the same time in order to ensure the effectiveness of foreign language teaching for philologists [1, p. 58].

Conclusions. The rise of English as a lingua franca led to a change in the concept of English as an internationally comprehensible variety of the language rather than a single native model among philologists, a change in the instructional goals putting emphasis on international communication and a change in materials and test design, relating to both content and language. We can distinguish some strategic benefits to philologists' English proficiency, such as: international communication with

the broadest customer base requires proficiency in English; English language skills are required to study in foreign educational establishments, as well as in many highly regarded schools in Europe; and cross-language negotiations in a shared third language can be more successful than relying on either company's native tongue can only be led by philologists endowed with successful communication skills and acquired intercultural competence through the mastery of the global foreign language.

REFERENCES

1. Alptekin C.. Towards Intercultural Communication Competence. English Language Teaching Journal. 56(1). P. 57–64.
2. Er M.. The Role of Foreign Language in the Success of Global Military Operations and English as a Global Lingua Franca. International Journal of Social Studies. Vol 4. № 1. 2012 ISSN: 1309-8063 (Online), P. 279–286. Retrieved in September 2018 from: www.sobiad.org/ejournals/journal.../2012_1/mustafa_er.pdf.
3. Finsen S.. The Power of Language. Language policies of international institutions. – Reykjavík, Ísland. Retrieved in September 2018 from: <https://skemman.is/.../Svava%20Berglind%20Finsen%20MA>.
4. Runde D. English Language Proficiency and Development. Retrieved in September 2018 from: <https://www.csis.org/.../english-language-proficiency-and-de>.
5. Thussu D. (2006). International Communication: Continuity and Change. London: Hodder Education. Retrieved in September 2018 from: <https://www.amazon.com/International-Communication-Cont>.
6. Козак А. Міжкультурна комунікація в контексті діалогу культур // Наукові записки. Серія: філологічні науки. Випуск 118. 2010. С. 106–110.
7. Котченко Т. Вплив лінгвокраєзнавчої компетенції на розвиток міжкультурної комунікації. Молодий вчений. № 4.1 (31.1). 2016. С. 66–69.
8. Терещук Д. Моделювання комунікативної поведінки як засіб розвитку іншомовних мовленнєвих стратегій студентів філологічних спеціальностей // Лінгводидактика. Наукові записки. Серія: Педагогіка. 2010. № 3. С. 94–98.

МІЖНАРОДНА КОМУНІКАЦІЯ ФІЛОЛОГІВ ЯК ВАГОМА СКЛАДОВА ЧАСТИНА ВОЛОДІННЯ ІНОЗЕМНОЮ МОВОЮ

У статті досліджується роль навчання іноземним мовам філологів. Автор виділяє стратегічні переваги для володіння англійською мовою філологами. Підкреслюється, що філологи повинні володіти більш широкими комунікаційними інструментами для спілкування іноземною мовою, ніж інші категорії студентів. І міжнародна комунікація, як важливий компонент для вільного володіння іноземною мовою, – це практика спілкування, яка здійснюється через міжнародні кордони. Удосконалення англійської мови стало найважливішим для світових філологів нової ери, оскільки вони повинні діяти як частина спільних організаційних структур, які координують усі сфери нашого життя.

Ключові слова: міжнародне спілкування, іноземна мова, філологи, володіння мовою, стратегічні переваги, ЛНУ (Луганський національний університет імені Тараса Шевченка).

МЕЖДУНАРОДНАЯ КОММУНИКАЦИЯ ФИЛОЛОГОВ КАК ВЕСОМАЯ СОСТАВЛЯЮЩАЯ ВЛАДЕНИЯ ИНОСТРАННЫМ ЯЗЫКОМ

В статье исследуется роль обучения иностранным языкам филологов. Автор выделяет стратегические преимущества для владения английским филологами. Подчеркивается, что филологи должны обладать более широкими коммуникационными инструментами для общения на иностранном языке, чем другие категории студентов. И международная коммуникация, как важный компонент для свободного владения иностранным языком, – это практика общения, которая осуществляется через международные границы. Усовершенствование английского стало самым важным для мировых филологов новой эры, поскольку они должны действовать как часть совместных организационных структур, координирующих все сферы жизни.

Ключевые слова: международное общение, иностранный язык, филологи, владение языком, стратегические преимущества, ЛНУ (Луганский национальный университет имени Тараса Шевченко).