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**РОЛЬ КОММУНИКАТИВНЫХ СИТУАЦИЙ В ОБУЧЕНИИ ИНОСТРАННЫМ ЯЗЫКАМ ПО
НАПРАВЛЕНИЮ ПОДГОТОВКИ 38.03.03 «УПРАВЛЕНИЕ ПЕРСОНАЛОМ»**

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Аннотация. Статья определяет необходимость использования коммуникативных ситуаций в обучении иностранным языкам по направлению подготовки 38.03.03 «Управление персоналом». Актуальность использования коммуникативных ситуаций в процессе обучения обусловлена современными требованиями общества к системе образования, требованиями к выпускнику, который должен быть и всесторонне развитой личностью, и профессионально компетентным. Авторы показывают сущность коммуникативной ситуации, представляют ее трехкомпонентную структуру в соответствии с трехфазной структурой деятельности. В основе коммуникативной ситуации лежит определенная проблема, которая находит отражение в коммуникативной задаче, что в свою очередь позволяет эффективно направлять речевое поведение студентов на достижение цели общения. Особое внимание уделяется моделированию, которое является важнейшим методом научного познания, исследования. Авторы обращают внимание, что моделирование иноязычного общения с помощью учебно-коммуникативных речевых ситуаций является одним из аспектов коммуникативного подхода к обучению иностранным языкам на всех этапах обучения общению. В статье показана особенность моделирования коммуникативных ситуаций в профессионально-ориентированном обучении. Авторы приходят к выводу, что использование коммуникативных ситуаций при обучении иностранному языку способствует развитию коммуникативных навыков у студентов.

Ключевые слова: язык, коммуникация, иностранный язык, коммуникативная функция, студент, неязыковой вуз, коммуникативные речевые ситуации, моделирование, ситуационное моделирование, учебная коммуникативная ситуация, обучение, трехкомпонентная структура, ролевые игры, профессионально-ориентированное общение, коммуникативные навыки.

**THE ROLE OF COMMUNICATIVE SITUATIONS IN TEACHING FOREIGN LANGUAGES
IN THE TRAINING DIRECTION 38.03.03 "PERSONNEL MANAGEMENT"**

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Abstract. The article defines the necessity to use communicative situations in teaching foreign languages in the training direction 38.03.03 "Personnel Management". The relevance of the usage of communicative situations in the learning process is due to the modern requirements of society to the education system, the requirements for the graduate, who must be an all-round and competent person. The authors show the essence of the communicative situation, represent its three-component structure in accordance with the three-phase structure of activity. At a fundamental level of the communicative situation is a certain problem, which is reflected in the communicative task, which in turn allows you to direct effectively the speech behavior of students to achieve the goal of communication. Special attention is paid to the technology of simulating communication situations, which is the most important method of scientific knowledge and research. The authors draw attention to the fact that the modeling of foreign language communication with the help of educational and communicative speech situations is one of the aspects of the communicative approach to teaching foreign languages at all stages of communication training. The article shows the peculiarity of the technology of simulating communication situations in professionally-oriented teaching. The authors come to the conclusion that the use of communicative situations in teaching a foreign language contributes to the development of communicative skills of students.

Keywords: language, communication, foreign language, communicative function, student, non-linguistic university, communicative speech situation, situational approach, simulation, situational simulating, educational communicative situation, training, three-component structure, role-playing games, professionally-oriented communication, communicative skills.

Statement of the problem in general and its connection with important scientific and practical tasks. The main function of any language is considered to be the function of communication. This function is understood as the purpose of language to serve as a means of communication, exchange of information, etc. People transmit to each other various messages, their thoughts, feelings, desires, moods, emotional experiences in the process of communication with the help of language.

The presence of the language communicative function is due to the very nature of language, which is expressed in the generally accepted understanding of language as the most important means of human communication. This language function is the original, primary. The more complex and extensive the activities of society, and the more in this regard, the accumulated amount of information (scientific, political, artistic), the more important role in the process

of its functioning belongs to the language communication. Information and communication are the most important "markers" of the language. The communicative process is a necessary prerequisite for the formation, development and functioning of all social structures. Communication provides a link between people and their communities makes it possible to link generations, contributes to the accumulation and transfer of social experience, its enrichment, translation of cultural heritage [1]. Language exists in so far as it realizes its purpose to serve as a means of communication of people. If because of certain conditions, the language ceases to fulfill this assignment, it ceases to function or (with writing) is stored in the form of a dead language.

When it comes to the success of communication it should be noted that it is influenced by many factors of different order, such as the (extra-linguistic) factors: the relationship between the parties, the ethical attitudes of communicants; the nature

of the transmitted information, terms of communication, national-cultural tradition, etc.; language and speech factors: the specificity of the language in which communication takes place; oral and written, monological or dialogical form of communication, features of the genre and style of speech, the degree of implementation of communicative qualities of speech, language literacy of communicants, and much more.

Communication occurs when at least one of the partners has a need (and the opportunity) to speak orally or in writing. This need is usually explained by the fact that the initiator of communication wants (must) achieve some goal: to transmit or request, or accept information, to have an impact, etc. Therefore, the success (effectiveness) of communication is estimated by whether the communicants (or one of them) achieved the goal.

All the above-mentioned ideas are true not only for the native-language speakers but also for people who are learning foreign languages (in our case English). Krasnoyarsk state agrarian university is a non-linguistic university but the faculty members do their best to teach students English and give them skills for future communication with native English speakers. This is specifically true for the training direction 38.03.03 "Personnel management" because the period of learning English was extended due to the changes in the Curriculum and lasts for 4 years of studying in the Bachelor course. Personnel management is a key category in any organization. Special place is occupied by middle managers, as they directly create conditions for achieving the strategic goals of the organization, ensuring daily activities of the staff; they are responsible for the implementation of strategic goals through the implementation of specific tasks by all staff organizations. So the specialist in Personnel management should possess different types of competences such as: managerial competencies applied to positions at all levels of management; special competencies used for certain groups of posts in different departments. For example, special competencies are developed for employees of each of the departments: sales, information technology, finance, etc., the knowledge and skills that determine professional responsibilities, level of ownership, and the ability to apply them in practice by certain categories of employees; and personal competences, having a professional nature and necessary in any field of activity. Personal competences mean spiritual maturity, awareness of one's own life goals and the meaning of life, understanding oneself and other people, the ability to understand the underlying motives of behavior.

The authors of the article believe that the ability and the skill to communicate in a foreign language are indispensable for the students of this training direction. In the conditions of globalization many of our students go abroad, find jobs and have to communicate in the foreign language. So, the question is: how is it possible to prepare the students to be able to communicate in real life if there are not so many opportunities to "plunge" students into real communication? The answer is – to simulate and model the communicative situations. First of all let's define the communicative situation. It is a system of interacting factors (real and imaginary) that encourage participants to communicate and determine their speech behavior [2]. As a rule, starting to work in the specialty, when communicating with their foreign colleagues, the young specialist in personnel management is faced with the necessity to solve problems of theoretical and practical significance, requiring a clear thought, the ability to formulate his/her ideas orally or in writing in English. Therefore, the process of learning English can be effectively actualized by the introduction of communicative situations, as they help to form the flexibility of speech skills. This flexibility is rather important because the process of real communication is characterized by spontaneity and dependence on the situation in which it takes place. E. I. Passov notes that "the situation should not be understood as a set of extra-linguistic circumstances, and the system of relations between the interlocutors, reflected in their minds...

The situation is such a dynamic system of relationships between students, which, thanks to its reflection in the mind, generates a personal need for purposeful activity and nourishes this activity" [3, p. 95]. The situation is considered to be a universal form of functioning of the communication process, which exists as an integrated system of social status, role, activity and moral relationships of subjects of communication. It is reflected in the minds and arises on the basis of the interaction of situational positions of communicating [4]. So, we can draw the conclusion that this understanding of the situation makes it possible to model the situations in the educational process and create such conditions that would be adequate to real ones. The communicative situation is understood to be one of the most important and integral parts of the learning process of oral speech by many famous scientists. The situational approach is implemented as the communicative principle in teaching. When people are involved in the process of communication, the reason of their talk about is determined by number of conditions: motive, purpose, characteristics of the partner, the situation of speech, the type of activity in which the participants of the conversation are included. Reproducing these conditions in the educational process with the help of teaching and speech situations, you can get the statement with the specified parameters from the learners.

Analysis of recent studies and publications where aspects of the problem are shown. There are a number of works in which the problem of the use of speech situations in teaching a foreign language is considered. The following works reflects fully the specifics of the problem: M. I. Balikoeva, V. P. Rubayeva consider the integration of speech situations in the process of learning a foreign language in non-linguistic university [5], J. A. Annenkova, T. I. Shcherbinina allocate the creation of communicative situations as a method of foreign language teaching [6], R. K. Akhmetgareeva investigates educational and speech situations as an effective means of formation of professionally significant speech skills in the process of mastering a foreign language [7]. The research of the following authors such as E. Y. Kamysheva, T. V. Kravtsova [8], G. A. Krasnoschekova [9], T.N. Litvinova [10], A. C. Masalimova, G. B. Sagieva [11], M. I. Mezentseva, A. S. Kocharian, N. S. Kapitonova [12], T. S. Serova, E. L. Pipchenko, K. V. Tulieva [13], E. S. Sklyar [14], I. Khaydarov [15], E. A. Zakharova [16], M. A. Lytaeva [17], T.V. Kupriyanchik, M.A. Arskaya [18], M. Sumin [19], A.V. Soboleva [20] allow us to understand deeply the problem of using communicative situations in the process of learning a foreign language.

Presentation of the main material of the article. We believe that the method of obtaining statements is much more useful than the widespread answers to questions, changing the given finished text, retellings, etc. because it allows the student to determine the content of his statement. The use of communicative speech situations is one of the best ways to make the lesson interesting, memorable, helping to "plunge" the student into the English-speaking environment and developing his "long-term" memory. Communicative speech situation in the classroom increases the effectiveness of training. Communicative situation involves communication, which in natural situations is carried out in different ways.

Educational communicative situation is considered in the methodology as a set of living conditions that encourage the expression of opinions and the use of language material. In a communicative situation there is a approbation of samples and models of real foreign language communication, formed speech behavior of students, mobilizes their attention and develops creative or critical thinking, revives the learning process. Educational communicative situation is designed to meet the needs of students in speech communication, is a set of conditions that encourage the expression of thoughts and the use of a certain language material. The results of empirical studies suggest that the effectiveness of teaching largely depends on the ability of the teacher to organize the situational speech of students and skillful management of it.

The ability of the teacher to create educational and speech situations, in order to stimulate the speech activity of students is really important. The basis of the communicative situation is a certain problem, which is reflected in the communicative task, which in turn allows to effectively direct the speech behavior of students to achieve the goal of communication. Educational communicative situation, if possible, should be adequate to the real situation of communication, in which the mastered linguistic phenomenon is used. One of the main requirements for teaching and speech communicative situations from the standpoint of communication is that it should provide not only action, but also interaction. Educational speech situations as a means of organizing training are tasks that model life circumstances. Simulation is today the most important method of scientific knowledge, research. Simulation has become widespread in modern sciences, at all stages of scientific knowledge, including methods of teaching foreign languages. This is the process of working on the material, the result of which is the construction of the model. Situational simulating as a method of studying situations includes the construction of a model of the real situation and carrying out various kinds of mental experiments with it: forecasting the directions of its development or playing on it the proposed solutions for managing the situation in order to choose the optimal one. Simulation of foreign language communication with the help of educational and communicative speech situations is one of the aspects of the communicative approach to teaching foreign languages at all stages of learning to communicate. The technology of simulating communication situations can be used at various stages of learning English. It promotes the development of oral and written language skills, expands vocabulary and linguistic horizons of students. Typical models of situations should reflect all types of possible situations in the context of the Personnel manager profession.

As we have already mentioned speech communicative situations are of particular interest for us in the training direction 38.03.03 "Personnel management". The students form their professional competences especially in the 3rd and the 4th course of training (GPC-3, PC-1, PC-3, PC-6, PC-8) and Working programme in the discipline "English for professional purposes" includes the topics as: "Basics of HRM", "Employee relations", "Staffing" etc., which for sure presuppose the process of making dialogues (for example conducting interview with the applicant, discussing labour contract terms, analyzing strategies for keeping the job and improving the career) and usage of communicative skills. The peculiarity of modeling communicative situations in professionally-oriented learning is on the one hand that the teacher should create such educational situations that have professional significance for students, satisfying their cognitive interest. That's why the Working programme includes such topics that were mentioned above and were agreed with the future employers. On the other hand, the situation gives opportunity to discover and realize foreign language communication skills necessary in their future professional activities, i.e., their ability to start and carry on a conversation, to properly express and substantiate their views on a particular issue, to learn the opinion of the interlocutor, to clarify the facts or data, etc.

It is well-known that the communicative situation has a three-component structure in accordance with the three-phase structure of the activity: 1) orienting phase – the formulation of communicative tasks (motivational-target and orienting phase of speech activity, formulated by the teacher); 2) performing phase – solution of communicative tasks (performance plan of the trainees); 3) controlling phase – control or self-control (interaction of the teacher with the group). The first stage of the communicative situation is orienting. Communication will be considered by students as a personally-meaningful if its formulation includes: a) objectives of the communicative actions of students (to greet, to get acquainted, to arrange a meeting; to interview the applicant, etc.); b) description of the situation of

communication (indication of the student's situational role, emotional state or personal characteristics, place and time of action, etc.). It should be noted that the formulation of the communicative task by the teacher is based on the knowledge of personal, age and psychological characteristics of students of this educational group.

The second stage of the communicative situation is performing which includes solving communicative tasks. The choice of the form of communication (pairs, threes, micro-groups, teams) is determined by the content of the communicative task, as well as psychological and pedagogical features of interaction in this group.

The final stage of the communicative situation is control that is a report of students on the solution of communicative tasks. Controlling can be carried out in the form of student-group, micro-group – class, as well as student-micro-group, student-student. What is important is the fact that pedagogical assessment should always be positive, emphasize the true merits of the work, show a sincere interest in the results of activities, and the ways of implementation.

When teaching English in non-linguistic universities, especially speaking skills, in order to create different situations of communication, as close as possible to the real, in which students would be able to use the acquired knowledge, skills and abilities, role-playing games should be developed and implemented. Simulation of communicative situations and their implementation in role-playing games provide students with the opportunity to understand the content aspect of professionally-oriented communication, to express their creative individuality, to improve their communicative and organizational skills. These skills are absolutely important if we talk about future Personnel managers who are supposed to combine communication with people and organizing work with employees and applicants. Simulation of foreign language communication can be based on the interaction of educational, game and labor activities in the managed educational process, as well as on the use of the system of social roles. Social roles make it possible to model the system of relationships of those who communicate, each of which has a certain biography, habits, characteristic features. Such training is based on joint collective creativity and direct personal communication.

In the center of game simulation of future professional activity of the Personnel manager is the construction of such a model, which simultaneously embodies the most characteristic features and properties of the real object and most fully reflects the essential aspects of the studied disciplines. The monologue statement, which requires additional sources of information, is designed for preliminary preparation and can serve as the home-task. Situations can be modeled in various ways: with the help of visual aids, slides, films, you-tube videos, verbal description, staging.

Conclusion. In conclusion it should be noted that real situations are situations as close to life as possible. In order to bring learning speech situations as close as possible to the conditions of real communication, it is necessary to be interested in the content of the conversation and the need to talk in a foreign language. Thus, at the present stage the creation of such conditions and the formulation of such communicative tasks that would encourage students to consciously acquire knowledge and creative use of acquired competencies remain relevant in the classroom of a foreign language, which is possible only when modeling problem situations in learning.

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