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**THE USE OF SPECIALIZED TUTORING METHODS IN HIGHER INSTITUTIONS  
FOR THE SECOND BACHELOR'S DEGREE STUDENTS DURING TEACHING-  
LEARNING THE FOREIGN BUSINESS LANGUAGE BASED ON THE FACULTY  
OF INTERNATIONAL RELATIONS**

**T. S. Skyrda\***

*In globalized and progressive world more stringent requirements to high institutions are set. Future specialist in international relations not only should be familiarized with professional business competences including a certain number of skills, but due to the principles of the State Educational Standards in Ukraine they should be able to read foreign scientific and technical literature, find out necessary information and apply the results in a proper way in their professional activity in foreign languages as well. The students' level of mastering the language directly depends on the teaching methods being used.*

*It could be observed during all its history the foreign business language teaching methods changed a lot of times emphasizing reading, translating, audition or combining these processes. Each method possesses its own certain importance and answers the specifically set pedagogical tasks e.g. brainstorming, audio-visual aids, group activities etc. The teaching literature review makes it possible to state that nowadays there is no an ideal, universal method yet that would enable to cover all the aspects in such a short time given to the foreign business language teaching-learning in higher institutions. The known combination of the existing methods and the teacher's qualification, therefore, enables to make the lectures interesting and more effective. Methods: The given research paper is based on the theoretical material of the appliance of various teaching business foreign language methods for the second bachelor's degree students based on the faculty of international relations, as well as on the basis of the results from questioning the second bachelor's degree students who study foreign languages for special purposes in the field of international relations professions, and also of the results from questioning teachers specializing in teaching foreign languages for special purposes. Results: In the students' opinion, the most effective methods of teaching foreign languages for special purposes in the field of international relations professions are the following: brainstorming method, in-group committee work and audio-visual aids.*

**Key words:** teaching methods, foreign business language education, higher education, the second bachelor's degree students, international relations, professional activity, teacher's

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## **ВИКОРИСТАННЯ СПЕЦІАЛІЗОВАНИХ МЕТОДІВ НАВЧАННЯ У ЗВО ДЛЯ СТУДЕНТІВ ДРУГОГО МАГІСТЕРСЬКОГО РІВНЯ ПІД ЧАС ПРОЦЕСУ ВИКЛАДАННЯ-УЧІННЯ ІНОЗЕМНОЇ ДІЛОВОЇ МОВИ НА ФАКУЛЬТЕТІ МІЖНАРОДНИХ ВІДНОСИН**

**Т. С. Скирда**

*У глобалізованому та прогресивному світі до вищих інститутів висуваються більш жорсткі вимоги. Майбутні спеціалісти з міжнародних відносин не тільки повинні бути ознайомлені з професійними компетенціями бізнесу, включаючи певну кількість навичок, але завдяки принципам державних освітніх стандартів в Україні вони також повинні мати можливість читати зарубіжну науково-технічну літературу, необхідну інформацію та належним чином застосовувати результати у своїй професійній діяльності іноземними мовами. Рівень оволодіння студентами мовою безпосередньо залежить від використовуваних методів навчання.*

*Отже, наскільки ми бачимо, за всю свою історію методи навчання іноземної мови багато разів змінювалися, роблячи акцент на читанні, перекладі чи прослуховуванні чи поєднанні цих процесів. Кожен метод має свою певну важливість і відповідає конкретно поставленим педагогічним завданням, наприклад мозковий штурм, аудіо-візуальні засоби, групові заходи тощо. Огляд навчальної літератури дає змогу стверджувати, що в даний час ще немає ідеального, універсального методу, який би дозволив охопити всі аспекти за такий короткий час, що надається іноземній діловій мові в процесі викладання та навчання у вищих навчальних закладах. Тому поєднання відомих методів та кваліфікації викладача дозволяє зробити лекції цікавими та більш ефективними. Методи: наведена дослідницька робота базується на теоретичному матеріалі застосування різних методів навчання іноземної ділової мови для здобувачів другого ступеня бакалавра на основі факультету міжнародних відносин, а також на основі результатів опитування студентів другого ступеня бакалавра, які вивчають іноземні мови спеціального призначення у сфері професій міжнародних відносин, а також результати опитування викладачів, які спеціалізуються на викладанні іноземних мов спеціального призначення. Результати: на думку студентів, найефективнішими методами навчання іноземних мов спеціального призначення у сфері професій міжнародних відносин є такі: метод мозкового штурму, групові заходи та аудіовізуальні засоби.*

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**Ключові слова:** методика викладання, навчання іноземної ділової мови, вища освіта, студенти другого ступеня бакалавра, міжнародні відносини, професійна діяльність, кваліфікація викладача.

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**Introduction of the issue.** One of the primary challenges of tutoring foreign business language in higher educational institutions is to provide such methods of teaching that will be able to adapt future specialists to changes in the hectic global world. The most important task of tutors is to apply methods of the 21st century providing maximum learning opportunities for all students in the class taking into consideration the fact, that one individual differs from another one. Students differ as to characteristics, interests, aptitude, previous training, aims, attitudes and

background experiences. Not two groups are the same, each has its own personality and each tutor should be aware how to apply a wide array of teaching strategies.

Modern conditions require not only the use of new technologies in teaching foreign business languages, but also changes in methods of teaching and the ability to introduce the latest innovative technologies in the process of tutoring foreign languages on the part of the teacher. Institutions of higher education prefer using active methods of teaching, which are directed at forming students'

independence, flexibility, critical thinking. The most effective principles of the students' cognitive activity, developing their creativity, interests, skills and other mental characteristics include the following:

1. Students obtained knowledge and skills by learning not just by listening to audio materials, writing an assessment check or talking about something, but through questions and problems concerning the definite issue.

2. Students perceive information better if the presented material is relevant to their interests and future work requirements: correlation of the given material in textbooks and the events and situations that are happening in the students' real world.

3. Reinforcement of learning is required: some concepts, business theory and a number of activities should be provided once-over.

The main issues in various teaching methods during learning foreign business language are the usage the structure of computer training programs, lectures, question and answer method, discussion, brainstorming, group activities, panel discussion, debate, role-playing situations, demonstrations, independent study, guest speakers, field trips, audio-visual aids, simulations and games, case problems, etc.

Penetration of innovation in all spheres of human activity simplifies the process of interpersonal and business communication. There is no doubt that innovative technologies also have revolutionized education.

**Current state of the issue.** A review of English business texts demonstrated that only very few authors considered language as a possible way of both conveying the business information and learning foreign language simultaneously. Today's international business scholars treat methodology of language as an issue at the heart of their subject area Brannen, Mughan (as language determines organizational communication, constitutes the

foundation of knowledge creation). Academician A. Mirolubov made a great contribution into foreign language teaching methods structuring, having published his book "The History of Native Foreign Language Teaching Methods". According to the analysis of scientific-pedagogical and methodical literature, foreign language learning can be traced back into ancient days. B. Bjrkman, K. A. Ganshina, N. I. Gez, G. O. Hellekjær, B. Kumaravivelu, V. E. Raushenbakh, Jack Richards, E. Roulet, L. V. Shsherba, F. C. Sierra. studied the history of foreign language teaching methods and this year the Academy of International Business marks the 60th anniversary. The oldest journals in the field, the Journal of World Business and our sister journal the Journal of International Business Studies, have reached their 53rd and 49th volumes [2].

**Aim of the research** is to define the role of various interactive methods of teaching a foreign business language to second degree bachelor students at the Faculty of International Relations in the educational process.

The following tasks were set to reach the aim of the research:

- to substantiate the reasonability of using various interactive methods of teaching foreign business language in the educational process;
- to define the peculiarities of soft skills and hard skills formation;
- to illustrate some aspects of various teaching foreign business language methods.

**Research methods.** Taking into account the aim and objectives set in the study, the following methods of research were used: brainstorming, in-group committee work and audio-visual aids.

**Results and discussion.** Modern methods of teaching business language are characterized by interaction, communication and active participation. It is believed that an interactive group must incorporate participation in order

to assure student-centered teaching and better results. Brainstorming is one of the popular techniques of participative approach to decision making which can be employed in a pedagogic situation. In-group committee work is an ability, effective improvement of learning in order to strengthen class management, give full play to the personal accomplishments and professional qualities of the main students of the students, and improve students' self-management, effectively enhance students' sense of belonging and pride, enhance the group's sense of collective honor. Use of audio-visual aids help in maintaining discipline in the class since all the students' attention are focused on learning. This interactive session also develops critical thinking and reasoning that are important components of the teaching-learning process [3].

Audiovisual aids provide opportunities for effective communication between teacher and students in learning. For example, in a study on English as Foreign Business Language, the difficulties faced by foreign business language learner are lack of motivation and exposure to the target language, as well as lack of correct pronunciation by the teacher, and such difficulties can be overcome by audio aids as purpose of communication and visual aids as more exposure [9].

A derivative of the discussion technique is brainstorming. Brainstorming is the random generation of ideas based around a topic. There is no editing or ordering of these ideas. They may then be used as the basis for another activity such as writing or speaking. For this method to be effective, students of higher educational institutions must understand how it is applied, for example: brainstorming is a kind of the responses on the given topic by writing all the words they associate with it on a sheet of paper and later on the board. If the group is equipped with smart board, the responses can easily be recorded. The tutor can also record their

responses even by using simple recorders or similar devices. Brainstorming can encourage learners to think more freely and innovatively than if they were doing a more restricted and routinous situation. The first phase of brainstorming is to get as many responses as possible. In the initial stages of brainstorming, none of the ideas offered by the students should be criticised, even students can evaluate each one according to criteria that they establish. It allows students to remember what they know, and to teach each other. It is a dynamic and stimulating way to lead learners into a topic. Brainstorming is a tool that uses a relaxed, informal atmosphere combined with lateral thinking to solve problems and find solutions. In spite of its importance in the generation of new ideas, many students do not have enough training to use it. This activity will teach students to brainstorm effectively. All these skills are essential to prepare students for real life situations.

Brainstorming techniques can be essential tool for students team collaboration in the classroom. When students share and build up their ideas, they can plan for problems, create solutions and plan new ventures. Additionally, there are many types of brainstorming techniques to apply in both individual and group settings. Brainstorming consists of several various categories of techniques that incorporate visuals, group ideation and individual approaches to creating solutions and planning operations:

1. Silent brainstorming methods involve groups and individuals who come up with ideas in writing or through another quiet medium.

2. Analytical brainstorming techniques consist of using evaluation, data and analysis for brainstorming in teams or individually.

3. Hypothetical brainstorming asks "what if" questions, poses role-play scenarios and focuses on creative

problem-solving, sometimes in nontraditional ways.

4. Collaborative brainstorming involves teams who either discuss ideas or brainstorm silently in groups for later conversations about the topic.

5. Blind writing gets teams and individuals to record their thoughts, questions and ideas related to anything they wish. The blind write technique is common among writers and creatives, but business professionals can benefit from it, too. Blind writing is effective for overcoming writers' block and even the most random snippets and ideas can evolve into solid foundations for strategic planning and business development.

6. The fill-in-the-gaps approach to brainstorming consists of identifying the starting point and end result of a desired process or application. For instance, a business identifies its starting point as the product development stage. The desired objective is to generate profit. The business 'fills in the gaps' by outlining the necessary steps and actions it must take to go from the starting point (in this case, product development) to the end result (earning profits).

7. The mind-mapping technique uses visual tools to form a picture of the relationship between a central topic and supporting ideas. Mind maps can take the form of bubble charts, diagrams or graphic organizers and help students working in a team build on ideas and create strategic outlines. For instance, a marketing team can use the mind map technique to brainstorm the digital channels they want to use to promote their website content

8. A SWOT analysis is a tool you can use both personally and at work to evaluate and make decisions about a particular subject. In this analysis, an individual will investigate both internal and external factors. Internal factors are positive (strengths) or negative (weaknesses) that exist within the business team and are able to be changed or affected in some way.

External factors are positive (opportunities) or negative (threats) that exist outside of the subject students are evaluating and cannot necessarily be changed or affected by the group in any way.

9. Reverse brainstorming involves looking at the final result or objective and finding ways to make the outcome happen. For instance, a manufacturing company's project management team can use reverse brainstorming to come up with ideas that can cause problems with operations. When the team identifies all the ways they can cause problems, they can find the strategies that they can use to solve them.

10. Brainstorming happens in groups with this ideation process. In group ideation sessions, teammates can share ideas and build up innovative concepts they come up with during meetings. Group ideation is beneficial because it encourages open communication and feedback that can be beneficial to the development stages, production phase and distribution of new products and services.

Courses relating to business language learning offer multiple opportunities to use group work. Method of in-group committee work is used when an issue or material is analyzed. Depending on the situation it is necessary to consider the same set of topics. Groups should consist of no more than five students. It is also important to use a different configuration of students. It is essential for the tutor to circulate among the groups as the students are working. One use of the committee learning work process that helps bring the community into the classroom is to have a group collect data from the community and then report it to the class. One form is to have students interview business, labor, government, and consumer leaders in the community about the topic and then report on the interviews to the group.

It will be important for the group activities, for in-group committee teaching-learning process to determine

that the best way is: to keep in touch; not be afraid to raise hands; be honest with yourself and your groupmates about the time you can commit and when the opportunity arises to use your talents, step up; whether students are great writers, enjoy social networking, like to fundraise; committee meetings and outreach to classmates should be fun; be competitive; create communications, dinner programs and other projects with this in mind; not give up (the best committees are those that are not afraid to do a little arm twisting).

Students who have experience in learning a foreign business language know that vocabulary is always one of the major problems in language learning process. Audio-visual approach marked the start of the technological age in language teaching and it did introduce important new element and emphasized the need for visual presentation and possibility of eliciting language from visual cues.

The affordances of audio-visual materials in enhancing speaking skills can be seen clearly that the use of audio-visual materials helps students in improving their speaking skills. They can see and hear the words which could help them to remember better when speaking. They can pronounce it correctly as they already hear the correct pronunciation from the audio before they talk. Apart from that, it helps in creating 21<sup>st</sup>-century learning where more emphasis is given on the use of Information Communication Technologies. Seeing language-in-use is one of the main advantages of video is that students do not just hear language, they see it too. All such paralinguistic features give valuable-meaning clues and help viewers to see beyond what they are listening to and thus interpret the text more deeply. Cross-cultural awareness is video uniquely allows students a look at situations far beyond their classroom. The power of creation is when students use video cameras themselves they are given the potential to create something

memorable and enjoyable. The camera operators and directors suddenly have considerable power. The task of video-making can provoke genuinely creative and communicative uses of the language, with students finding themselves doing new things in Business English. The 'Dubbing method' consists of replacing the original soundtrack with another voice, imitating as accurately as possible the timing, phrasing, and lip movement of the original dialogue [13]. Computers, interactive boards, tablets and mobile phones have opened up new alternatives to traditional teaching methods. Especially since the appearance of the Internet and Wi-Fi in higher institutions, the amount of digital material available has been continuously developing. Multimedia textbooks and teaching materials are available in digital format. The Internet opens up opportunities to communicate with native speakers virtually anywhere in the world. The usage of various Video materials can bring the outside world to students, introducing different cultures, new places and ideas. They provide a great way to integrate new content and language learning at the same time giving students the opportunity to learn about a whole range of subjects and ideas, at the same time as learning English [14]. YouTube Education which is free and has no ads, curates YouTube's content for educational purposes and allows teachers to create a playlist that can be shared with students. Teachers use audio-visual material not only designed specifically for learning purposes, such as language-learning platforms and mobile apps but also created for the general public, such as TV series, films and even social networks, including Facebook and Twitter. In fact, technological progress has increased the availability of certain computer programs and software, free of charge on numerous occasions, that facilitate the manipulation of clips to cut scenes, add captions and add voice-over.

The presented theoretical material gave the opportunity to investigate the importance of such methods as brainstorming, audio-visual aids and in-group committee during teaching/learning the foreign business language process with the help of the

survey made at the faculty of international relations.

The survey results show that brainstorming, audio-visual aids and in-group committee methods are considered to be the most popular for both the tutors and the students (Table 1).

Table 1

**Types of methods**

<b>Methods</b>	<b>Tutors</b>	<b>%</b>	<b>Students</b>	<b>%</b>
Brainstorming	10	50 %	30	60 %
Audio-visual aid	5	25 %	15	30 %
In-group committee	4	20 %	4	8 %
Other methods: direct, grammar translation	1	5 %	1	2 %
Total	20	100 %	50	100 %

The results above show that the top three popular methods are brainstorming 50 % (N=10) among the english language tutors, brainstorming 60 % (N=30) among students; audio-visual aid 25 % (N=5) among the english language tutors, audio-visual aid 30 % (N=15) among students; in-group committee 20 % (N=4) among the english language tutors, in-group committee 8 % (N=4) among students. Small percentage indicate other methods 5 % (N=1) and 2 % (N=1).

**Conclusions and research perspectives.** Penetration of innovation in all spheres of human activity simplifies the process of interpersonal and business communication. There is no doubt that innovative methods also have revolutionized education. Use of modern technologies in teaching business foreign languages provides so many options as making teaching interesting and also making teaching more productive in terms of improvements.

For the same reasons, not all professionally-oriented methods of teaching foreign business languages are actively used by teachers and are highly appreciated by students. Therefore, methods that have not found much support from students and teachers should be more thoroughly and carefully studied. To this end, it could be

recommended to organize special training session seminars that would allow teachers to be informed of new methods of teaching foreign languages for professional purposes, their particularities, and to help their active implementation in the learning process. The variety of different methods in foreign business language tutoring is necessary to be combined with each other to achieve the desired result. Modern language education aimed at the formation of a multicultural identity, with the skills of self-analysis and use in future work.

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