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DEVELOPMENT
OF PROFESSION-ORIENTED TEXTBOOKS
ON THE ENGLISH LANGUAGE AS A PREREQUISITE
FOR ACCREDITATION BY THE EUROPEAN COUNCIL
FOR BUSINESS EDUCATION

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Purpose. *The article is devoted to the issues of the necessity to develop the profession-oriented textbooks in English for students specializing in management at the Federal State Budget Educational Institution of Higher Education Krasnoyarsk State Agrarian University. These textbooks are necessary for receiving the accreditation of the European Council for Business Education. The author aims to analyze the basic principles of the textbook development and to describe how these principles are implemented in the textbook “English for managers”.*

Methods. *Such research methods as the theoretical and empirical ones including the analysis and synthesis of the information available in psychological and pedagogical literature, as well as modelling, observation and experiment are used by the author.*

Results. *In the study, the author considers practical forms of developing the textbook for the students specializing in management at*

the Krasnoyarsk State Agrarian University. The implementation of the basic didactic principles in the textbook development is examined.

Practical implication and results. *The results of the study may be of interest for the teachers of English at the non-linguistic higher educational institutions implementing the provisions of the Bologna Declaration. The information may be used as guidelines for improving the effectiveness of the non-linguistic higher education institutions to receive not only domestic, but also foreign accreditation.*

Keywords: *English; teaching; textbook; education; information technologies; principles; implementation; European Council for Business Education.*

РАЗРАБОТКА ПРОФЕССИОНАЛЬНО-ОРИЕНТИРОВАННЫХ УЧЕБНИКОВ ПО АНГЛИЙСКОМУ ЯЗЫКУ КАК НЕОБХОДИМОЕ УСЛОВИЕ АККРЕДИТАЦИИ ЕВРОПЕЙСКИМ СОВЕТОМ ПО БИЗНЕС-ОБРАЗОВАНИЮ

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Цель. *Статья посвящена вопросам необходимости разработки профессионально-ориентированных учебников по английскому языку для студентов специальности «Менеджмент» в Федеральном государственном бюджетном образовательном учреждении высшего образования «Красноярский государственный аграрный университет». Эти учебники необходимы для получения аккредитации Европейского совета по бизнес-образованию. Автор стремится проанализировать основные принципы разработки учебника и описать, как эти принципы реализуются в учебном пособии «Английский язык для менеджеров».*

Методы. *Автор использует такие методы исследования, как теоретические и эмпирические, включая анализ и синтез информации, имеющейся в психолого-педагогической литературе, а также моделирование, наблюдение и эксперимент.*

Результаты. В исследовании рассматриваются практические формы разработки учебника для студентов Красноярского государственного аграрного университета, специализирующихся в области менеджмента. Рассмотрена реализация основных дидактических принципов в разработке учебника.

Практическое применение и результаты. Результаты исследования могут представлять интерес для учителей английского языка неязыковых высших учебных заведений для реализации положений Болонской декларации. Данная информация может быть использована в качестве руководства по повышению эффективности деятельности неязыковых высших учебных заведений для получения не только государственной, но и зарубежной аккредитации.

Ключевые слова: английский язык; преподавание; учебник; образование; информационные технологии; принципы; внедрение; Европейский Совет по бизнес-образованию.

Introduction

The institutions of higher education nowadays are faced with the task of training skilled, mobile, enterprising graduates who are capable of constant professional development, as well as applying the acquired knowledge creatively. Accordingly, modern education should be of high quality, capable to provide competitiveness of graduates. We believe that the success of Bachelors and Masters significantly depends on the ability to communicate in a foreign language. The requirement to speak a foreign language is presented to any expert, regardless of their area of expertise. It occupies an important place among the requirements for graduates of non-linguistic universities, being second only to professional competence and advancing computer literacy.

The Institute of International Management and Education at Krasnoyarsk State Agrarian University is the first among the agricultural universities in the country to have received the accreditation of European Council for Business Education in 2014 for the training programs on the educational direction 5.38.04.02, 5.38.03.02 “Management” and the re-accreditation in 2017 for a 5-year period. The necessary condition for obtaining the ECBE

accreditation is compliance with the third generation the Federal state academic standards of the third generation of the Russian Federation, which formulate the projected result of education in terms of competencies that form the basis of a specialist's competence. On the other hand, the ECBE requirements are to be met to ensure compliance with the provisions of the Bologna Declaration.

In these circumstances, there is a strong need for profession-oriented teaching materials in a foreign language, that are based on the competence model of the university graduate, and their content being developed taking into account the specificity of the training content in the higher education institution. Currently, foreign language communicative competence plays an increasingly important role in the job evaluation of the graduates. The requirements to the level of the university graduate competence have increased significantly in connection with the development of international business, political and cultural links.

Based on the foregoing, we see the need for the development of training materials in line with the above-mentioned trends in higher education and the importance of timely updates of training manuals in connection with the changes in specialized branches of knowledge (in our case in management and marketing).

Literature review

Having analyzed the pedagogical and methodological literature, we can say that by nowadays, the issues of the didactic fundamentals of the textbook, including the explanation of its functions in the educational process, its relationship with other components of the learning system have been solved by far, as well as the methods of the textbook effectiveness evaluation have been identified (V.V. Kraevskiy, I.Ya. Lerner, I.L. Bim, M.N. Vyatyutnev) [11], [4], [6]. Meanwhile, there have been changes in the objectives of the language education, and the theory of foreign language teaching has passed some certain stages in its development. The necessity to create a united textbook or a textbook that will provide an individual educational trajectory of each student; it is purposeful shaping of their teaching competence that has been substantiated. The textbook,

which has development opportunity, is now considered to be effective. In recent years a number of works devoted to practical issues related to the implementation of competence approach in higher education were published (V.I. Baidenko, Yu.B. Vasenev, I.A. Zimmaya, O.V. Shemet) [3], [5], [8], [20]. There are a number of contemporary studies on profession-oriented foreign language teaching (N.M. Gromova, A.K., Krupchenko, S.G. Ter-Minasova) [7], [10], [15]. The research by these authors focused on the development of approaches to create such an educational process aimed at the formation of professional foreign language communication and learning competences. Also, special attention is given to the professional language training (L.E. Alekseeva, N.Yu. Fedorova, O.N. Khaustov, N.P. Khomyakova) [1], [17], [18], [19].

While analyzing the methodology of profession-oriented foreign language teaching and didactics of the higher school we can see that there are a relatively small number of studies entirely devoted to the improvement of training and methodological support of educational process (E.I. Passov, I.N. Stolyarova, E.M. Turlo) [12], [14], [16]. The methodology of the textbook creation requires significant additions, taking into account modern trends in the development of training materials that are based on modern approaches to the construction of the learning process. In terms of practical use, the existing training manuals in a foreign language do not always correspond to the latest achievements of pedagogy, psychology, methodology of teaching of the profession-oriented foreign language.

The aim of this article is to substantiate the necessity for the textbook development on the discipline “Foreign language – 2”, that is written with all the fundamental didactic principles for the non-linguistic university students who are specializing in Management. The author aims to 1) consider the basic principles of creating textbooks in a foreign language for students of non-linguistic universities; 2) determine the content of profession-oriented textbook on the subject “Foreign language – 2” in accordance with the principles and requirements of the European Council for Business Education to the content of the programs in the direction of training 5.38.03.02 “Management”.

The following research methods were used: analysis of scientific literature on pedagogy, psychology, methodology; analysis of the teaching materials presented in domestic and foreign textbooks and teaching aids; generalization of experience of teaching and development of training manuals; pedagogical observation.

The curriculum of the Institute of international management and education in the field of training 5.38.03.02 “Management” includes the subject “Foreign language – 2”, its content includes the topics on Management, HR management, Marketing, Business Environment and others. It comprises 72 hours of the contact work and 36 hours of independent work (3 credits). So, it is to help students master their professional terminology in the field of Management in English. This discipline in addition to professional orientation has the orientation on the world outlook formation; it prepares a future specialist for self-learning and self-development. In addition, it contributes to forming the general cultural competence (GCC-4). It means that the student is to possess the ability to communicate in oral and written forms in Russian and foreign languages for solving the problems in interpersonal and intercultural interaction. Based on the analysis of the scientific literature, it is possible to determine the characteristics that must be present in the professional-oriented textbook, to provide conditions for training students in a foreign language in accordance with the requirements of the educational programs and requirements of ECBE that implement the competence approach. The essence of the competence approach is that it focuses on the specific learning outcomes. The main goal of this approach is to train specialists who own the theory and are able to apply it in practice so we need to provide the training that meets the requirements of the modern labor market. In this regard, the basic principle of creation of the textbook is the principle of competence formation (in our case, the GCC-4).

The principle of the competences formation

It is a well-known fact that the competencies are formulated for each specialty, and they are reflected in the contemporary Federal

state academic standards. Therefore, the dominant principle on which modern foreign language textbooks should be built is the principle of competences formation, in this case the direction of training “Management”, “International management in AIC” profiles and “Logistics in AIC”. We strongly believe that it is not the development of the foreign language textbook that should not be the goal in itself, but the means by which one can master the professional knowledge, which corresponds to the implementation of the competence approach in foreign language learning in vocational education. Naturally, the materials of the textbook of a foreign language need to generate the appropriate speech and language skills. However, in the process of the preparation of foreign language textbooks for a particular specialty, there must be a balance between the language exercises and tasks, allowing using the obtained knowledge not only in the linguistic sense, but also in the professional context. The principle of the competences formation allows shifting from doing exercises to the active mental activity of students that requires proficient language skills. In addition, the implementation and mainstreaming of this principle is to link the vocational training with learning a foreign language, resulting in a competence-based approach and defines the content and structure of the textbook. Language teaching should be based on professional orientation, so each specialty requires a separate tutorial. Thus, the textbook “English for managers” by Zh.N. Shmeleva, N.V. Antonova contains five parts with such topics as “Different approaches to the definitions of management”, “Types, levels, functions of management”, “External and internal variables of business environment”, “HR management”, “Financial management”, “Strategies for keeping the job and improving the career”, “Marketing management”, “Promotion and advertising” and others [2]. They definitely help the students master the terminology, as well as get the clear picture of managerial issues and be able to discuss them in a foreign language. In future, this approach might help the gifted students to take part in the scientific conferences, work independently on their research issues and make successful presentations and reports.

The principle of continuity

Another important principle is the principle of continuity. On the one hand, it suggests a logical sequence and connection between the program core subjects and the content of foreign language textbooks in the specialty, i.e. the main topics studied within the framework of core subjects must meet the topics of the textbook in a foreign language. On the other hand, in the selection and structuring of the text material, one must consider the level of students' foreign language proficiency. As a rule, their level of foreign language proficiency within one group is different, i.e. the group is not homogeneous, and that should also be factored into the educational process. With regard to a foreign language textbook of a particular specialty, the principle of continuity is implemented in unity of structure, goals, objectives, and types and forms of exercises of each chapter module that creates the tutorial integrity, methodological and thematic unity. In the textbook "English for managers" this principle is implemented in the following: 1) the topics that are learnt during the "Foreign language – 2" course are also learnt in Russian in such subjects as "HR management", "Personnel motivation", "Financial management", "Strategic management" and others; 2) these topics are also very helpful for the 4th-year students studying the discipline "English for professional purposes", and as a result, 25-50% of students defend their diploma projects in English; 3) the exercises of each chapter module create the textbook integrity, methodological and thematic unity. For example, the textbook starts with the issues of Management in general (definitions, types, levels, differences between managers and specialists) and then different types of Management (HR management, Financial Management, Marketing management) are considered in detail.

The principle of scientific character

The third principle of the textbook development is the principle of scientific character, which, first and foremost, influences the selection of the material for the textbook. The meaning of this principle is to use only science-based educational information, which has passed a special examination, since the key point is the development of profession-

al thinking and consciousness. This implies that the textual material on specialty should be selected with the participation of specialists in a particular area. The information in the textbook should be relevant, which gives the opportunity to acquaint students with the current situation in the world, discuss problems and put forward hypotheses. Besides, you need to pay attention to materials used by authors from different countries, this contributes to a broader and more objective coverage of the situation in general, which allows us to bring students to the critical analysis of various phenomena. Thus, it is important not only to give the theoretical description of the individual phenomena, but to form students' own point of view on the studied phenomenon, which contributes to the development of the scientific worldview.

According to the requirements of ECBE the Department of Business Foreign Language is to work closely with the Department of International Management and the Department of Human Resource Management, that are headed by associate professor N.A. Dalisova Ph.D. and associate professor O.O. Chudinov Ph.D. correspondingly. So, these specialists give advice for the teachers of English on the contents of the texts. The teachers the Department of Business Foreign Language are constantly perfecting their qualification, and some of them, for example associate professor Zh.N. Shmeleva, Ph.D. obtained the second higher education degree, qualification "Manager". This also contributes to the proper choice of the content of the textbook.

The principles of accessibility and development

The principle of accessibility is also important in the preparation of the textbook. When selecting the educational material the teacher needs to consider how students can use teaching methods that meet the level of their development to the maximum extent possible to do their independent work, both in the classroom and during extracurricular work. The principle of accessibility implies the conformity of the content, methods and forms of education to the age peculiarities of students, their level of development. This does not mean that the learning process should be easy; it needs to be challenging, but feasible. Accessi-

bility is determined by the certain factors: careful selection of content, use of more efficient systems, more rational working methods. These principles of construction and presentation are as follows: “from simple to complex, from near to far, from easy to difficult, from the known to the unknown”, etc. It is a well-known fact that it is time consuming and expensive to publish the paper variant of the textbook. However, sometimes it is quite indispensable to change something in the text or in the task for the students. Therefore, Institute of International Management and Education found the following solution to the problem and implements the principle of accessibility and development through the introduction of MOODLE platform at the university. Each teacher of the Business Foreign Language Department has had a professional training on how to work with this platform and is allowed to develop their own MOODLE complex on the basis of the discipline program, the textbook “English for managers” by adding or altering the tasks or changing the difficulty level of the texts.

The principle of autonomy and modularity

Here we emphasize the idea that the content of the module-head and its components must be structured in accordance with the understanding of the essence of modular training, i.e. not only the selection and transmission of information, but also the possibility of its offline assimilation separately from the other modules. Thus, both the teacher and students can identify the sequence of completing the tasks. The course is modeled from the standpoint of the interests of the group, individual student, and the situation in general; it enables the implementation of the principle of non-linearity of learning. The principle of autonomy combines the principle of mindfulness perspectives, as well as the principle of parity. Thus, students can participate in the educational process, which increases their responsibility, clarifies the concept of autonomy, focus on the student that eventually stimulates training activity. On the other hand, the principle of modularity and autonomy allows one to work out a preferable speed of the lesson. The modularity is manifested not only in the general structure of the textbook when chapters are independent from each

other; it is also implemented inside each chapter, as, depending on the level of their training level, students can produce or add certain components. As we have already mentioned, the textbook “English for managers” consists of five chapters that can be used and studied separately.

The principle of learning in cooperation

The front types of work are being increasingly replaced with the individual, paired and group work. Students work on a single task in groups of two to five people, work on one project in order to be more productive. Individual work in the organization of educational activity according to the method of teaching in collaboration is a component of teamwork. This approach has a few advantages as students learn to listen and hear each other, everyone feels comfortable and confident. Working in small groups, everyone gets the opportunity to give a good account of themselves and get help should they need any, which gives contributes to developing not only professional, but personal and human potential. By collaborating, students can learn to work without the supervision of a teacher, together with colleagues, striving for the goal, making the learning process more natural.

Conclusion

Summarizing all the above-mentioned, a modern textbook has to meet the real demands and requirements of the time. The proposed material in the textbook should comply with the modern standards of higher education of not only the Russian Federation but also of European accrediting agencies. In the article, we have defined and justified the key principles of foreign language textbooks organization in the specialty showing the features in relation to a particular specialty. The textbook “English for managers” is intended for the students as the active subjects of educational activity and relies on the system of the learners’ expectations and needs. In addition to the formation of the speech skills, this textbook can affect the very identity of the student, contributing to their creative cognitive activity. The success of this particular textbook and some other tutorials developed by the teachers of the Business Foreign

Language Department was proved when the students of IIME (direction 5.38.03.02 “Management”) took part in the face-to-face interview with the ECBE commissioners and showed the good knowledge of spoken English and knowledge of their specialty in English and were able to analyze, forecast and communicate.

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