

GLOTTODYDAKTYKA 3

Część III Metodyka nauczania języków obcych

pod redakcją
LARISY PAVLOVSKIEJ
GRZEGORZA A. ZIĘTAŁI



WYDAWNICTWO
UNIWERSYTETU RZESZOWSKIEGO
RZESZÓW 2011

**ZESZYTY NAUKOWE
UNIwersYTETU RZESZOWSKIEGO**

NR 68

SERIA
FILOLOGICZNA

GLOTTODYDAKTYKA 3

Część III
Metodyka nauczania języków obcych

pod redakcją
LARISY PAVLOVSKIEJ
GRZEGORZA A. ZIĘTAŁI



WYDAWNICTWO
UNIWERSYTETU RZESZOWSKIEGO
RZESZÓW 2011

Recenzował

prof. AP dr hab. SYLWESTER JÓZEFIAK

Komitety redakcyjne

prof. UR dr hab. KAZIMIERZ PRUS

prof. dr hab. GRZEGORZ A. KLEPARSKI

prof. dr hab. ZDZISŁAW WAWRZYNIAK

Opracowanie redakcyjne i korekta
tekstów w języku polskim

LUCYNA SOLAK

Opracowanie techniczne

KRYSTYNA BARAN

Projekt okładki

JERZY TOMALA

© Copyright by

Wydawnictwo Uniwersytetu Rzeszowskiego

Rzeszów 2011

697

WYDAWNICTWO UNIwersYTETU RZESZOWSKIEGO

35-959 Rzeszów, ul. prof. S. Pigonia 6, tel. 17 872 13 69, tel./fax 17 872 14 26

e-mail: wydaw@univ.rzeszow.pl; <http://wydawnictwo.univ.rzeszow.pl>

wydanie I; format B5; ark. wyd. 12,30; ark. druk. 13,625; zlec. red. 44/2011

Druk i oprawa: Drukarnia Uniwersytetu Rzeszowskiego

Grzegorz A. ZIĘTAŁA

EDUCATING SPECIALISTS IN THE FIELD OF 'LANGUAGE FOR BUSINESS PURPOSES' AS PART OF A PHILOLOGICAL COURSE OF STUDIES

At the Department of Russian Studies in the University of Rzeszów we have been offering a course in 'language for business purposes' starting from the academic year 2004/2005. Educating specialists in the field of 'language for business purposes' includes not only language education (both Russian and English), but also the basics of economic geography of Russia, Contemporary economics of Russia which is aimed at enhancing the chances of employment in the field of business. All in all, the three year course (BA in Russian) is composed of 2010 hours, within which there are 1605 hours belonging to the general education course (e.g. philosophy) and to the main course (e.g. descriptive grammar, Russian literature, practical Russian and IT classes), whereas the specialization course includes 405 hours of classes and professional training (100 h). The organization of a new specialization, an addition to the already existing teacher training specialization, had been preceded by survey studies [Ziętała 2004] and comparison of curricula from different universities, our own experience, analysis of scientific publications.

The aim of the survey was to define the needs of students as far as the preparation for the business workplace is concerned, as well as the curriculum of the course, the form of professional training, the use of foreign languages in the business workplace, the form of language education during classes and knowledge testing. The results of these studies were presented in a PhD dissertation entitled *Teaching Business Russian as a Russian Philology Course* [Ziętała 2004] as well as the preparation of the curriculum plan for a new specialization.

One of the results of the study was the curriculum for Business Russian based not only on the analysis of the output survey data from companies and educational institutions, but also on the examination of the existing curricula in Polish universities and colleges as well as the scientific publications pertaining

to the subject. For example, Pfeiffer [2000] notices that one of the serious drawbacks in the training of foreign language teachers is the lack of language specialization, that is, there are very few teachers specializing in a given variety of a professional or technical language and one of the solutions to this problem is a more frequent introduction of technical texts during foreign language classes at a college/university level. The claim was broadened to include not only a new subject matter, but also the starting of a new specialization. The idea was also advocated by Lewowicki [1996] and Latishev [1997]. Lewowicki [1996] states that “a natural consequence of the changes are attempts to radically modify the educational and formation programs. The intention of the reformers is to get rid of the unnecessary encyclopedic knowledge, too much of historical information (...). The cognitive contents acquired in the course of the educational process should (at least to a greater degree than before) comply with the requirement of functionality, usefulness in various areas of human activity. It should be amenable to a better understanding of complicated reality, constitute a preparation for a rational and responsible coping in one’s life and to a skilful and creative acting in the changing and changeable conditions”. Latishev [1997a], on the other hand, claims that “in the existing conditions the basic requirement in the case of specialists-philologists of foreign languages is the ability to use language competence for practical goals – the ability of fluent written translation in the area of business, and also oral simultaneous translation during meetings and negotiations, preparation of documents, negotiating with foreign clients, selective review of Russian press, journals and specialist magazines, fluent review and analysis of written texts and documents, and so on”. The above mentioned statements contain some suggestions for the organization of education in the case of a new specialization.

Szczucka-Kubisz [1999] maintains that “the chances of finding a good job have to do not only with the school students graduated from, but also with the knowledge they acquired during their education. The studies carried out by GUS (The Main Statistics Office) show that according to graduates, the most important factors helping to get the first job are: the knowledge of foreign languages and the ability to use computer (33%) ...”. The foreign languages were placed first in the ranking. Because of these reasons, the new specialization enables students to acquire not only the knowledge of Russian, but also, simultaneously, specialist subjects are given in English. It is possible to say without doubt that only a graduate who has a command of specialist lexis from at least two languages will have bigger chances of finding employment than a graduate who is a specialist in only one language. Besides, the geographical location of Poland as well as other countries in Central and Eastern Europe, and also directions of trading make that this bilingual way of education is inevitable.

Paliński [1997] states that “transformation of education in the area of the Russian language should be heading in the direction of taking into consideration

a more and more utilitarian and practical goal. Students after completing a certain educational/learning goal in the process of teaching Russian should be prepared to use language competence (at a beginner's, intermediate or advanced level) for private and professional purposes. In particular this remark should apply to graduates of Russian Philology Studies who should possess a kind of skills and knowledge which would enable them in an optimal way to find employment not only as school teachers, but also in other spheres of professional activity." The same may apply also to other languages and the utilitarian goal is preparation for working in business companies and firms.

As claimed by Latishev [1997b], "the educational contents in the case of Russian Studies in Poland should change. Students should be offered not only traditional philological disciplines, but also, taking into consideration the existing situation, specialist courses which would enable them to effectuate future professional needs".

Business Russian is crucial in the case of Russian Studies. This fact has also been stressed by Latishev [1997b] who writes that "Russian is now becoming necessary for particular people in their professional careers, in order to develop economic and professional co-operation with Russia and countries with a substantial Russian speaking population, and countries where Russian may be used as an intermediate language. Nowadays in Poland there are many big and small businesses (during the last five years two million businesses have been registered) which are trying to sell their output or buy resources and materials in the former USSR republics.

The aim of educating specialists in the language of business should be preparation for the function of a business worker and for the role of translator. Students had an obligatory professional training in companies and translation agencies.

The theory of economics is a vital element in the process of education, especially because economics is quite 'unknown' for philology students. However, this subject was taught for several years due to financial situation. Its place was taken by elements of economics, taught in Russian during the course of the Intercultural Written and Oral Communication.

An important role in the course of Business Russian is played by translation of texts and documents which may be a preparation for students for the work in companies and help them to deal professionally with translation, even outside the area of a business company. During classes it is also necessary to introduce and discuss forms determining the course of communication in the area of language for business purposes. The most important thing are: the organization of the workplace, receptions, organization of the conference room, manners and ways of negotiating.

With reference to the necessary elements in the preparation of specialists in the language of business, one should note teaching the ability to present oneself

is the most important, very much like interview, discussion, telephone conversation, talking to one's boss.

The best form of control for students is creation of documents, translation, speaking.

Further topics, where it is possible to control the knowledge of vocabulary and common expressions, are: telephone conversations, simulations of conferences, visits in companies.

One of the subjects suggested is Russian Business Correspondence which is accompanied by a parallel English Business Correspondence course. We have also acknowledged the need to introduce an additional subject – Economic Geography of Russia whose aim is to inform students about the economy of all administrative units in Russia (major cities, main companies and their activities).

During the course of Russia's Economic Geography student the basic geographical names of administrative units, cities, economical areas, lowlands, uplands, seas, rivers, lakes which exist in Polish and Russian texts. The special attention is paid to the difference in writing (a capital letter/a small letter/unhyphenated spelling/written as separate words), difference in a gender of nouns, declension and inflection. It often happens that there are several variants of using the same name in one language. Despite these differences difficulty with translating Russian names into Polish and Polish names into Russian can be easily and successfully overcome by students of Polish and Russian Philology.

In the training of specialists in the field of business, it is necessary to implement a number of topics. These include issues such as:

1. BANKING AND FINANCE

- 1.1. Types of banks.
- 1.2. Naming banks in Russian and Polish.
- 1.3. Banking operations and activities.
- 1.4. Presentation of banks.
- 1.5. Bank's facilities and equipment.
- 1.6. Bank workers.
- 1.7. Basic terms in banking.
- 1.8. Financial system in a given country.
- 1.9. Budget.
- 1.10. Salaries of the banking sector and financial institutions workers.
- 1.11. Money and its significance.
- 1.12. Types of money (including monetary units and currency exchange) and payments.
- 1.13. Credit institutions.
- 1.14. Bank credits.
- 1.15. Taxes.

2. ENTREPRENEURSHIP

- 2.1. Significance, types, ethics of business.
- 2.2. Communication in business (including official situations, techniques and culture of speech).
- 2.3. Economic crimes.
- 2.4. Tourism as a form of business.
- 2.5. Types of organization in a given company.
- 2.6. Running of a business (including setting up a firm).
- 2.7. Business cooperation.
- 2.8. Presentation of companies.
- 2.9. Contacts between companies.
- 2.10. Business nomenclature .
- 2.11. Entrepreneurs and their character.
- 2.12. Assets, funds of a company.
- 2.13. Control of business activities.
- 2.14. Closing of business activities.
- 2.15. Supervising and managing a company: basic principles of management, organization of work.

3. STOCK EXCHANGE

- 3.1. Significance, types of Stock Exchange.
- 3.3. Stock Exchange workers.
- 3.4. Quotations.

4. TRADING

- 4.1. Significance of trading.
- 4.2. Types of trading (including import, export, transit, mediation).
- 4.3. Trade institutions.
- 4.4. Workers in the trading sector.
- 4.5. Marketing: significance of marketing, types, basics, subject matter, terminology.
- 4.6. Economic and trade law – basic concepts.
- 4.7. Advertising.
- 4.8. Goods.
- 4.9. Free economic zones.
- 4.10. Customs – significance, tariffs, customs declarations.
- 4.11. Payments in the exchange of goods.
- 4.12. The price of goods.
- 4.13. Terms of goods delivery (INCOTERMS).

5. INVESTMENTS AND PRIVATIZATION

- 5.1. Significance of investing.
- 5.2. Terms of investing.
- 5.3. Significance of privatization.
- 5.4. Forms of privatization.

5.5. Transformation of economy.

6. BUSINESS CORRESPONDENCE

6.1. Types of documents, their characteristics, examples and writing: announcement, invitation, covering letter, confirmation, inquiry, demand, offer, order, complaint, contract, CV, notice.

6.2. Rules of writing documents.

6.3. Exchange of documents.

7. MASSMEDIA IN BUSINESS

7.1. Telephone (including principles of telephone conversations).

7.2. Fax, computer, pager, e-mail, Internet – functioning, use, significance in business.

8. REAL ESTATE AGENCY

8.1. Setting up and functioning of a real estate agency.

8.2. Prices of properties.

8.3. Types of properties (business premises, real estates).

9. TRAVEL AGENCY

9.1. Setting up and functioning of a travel agency.

9.2. Offers of travel agencies.

9.3. Forms of holiday-making

9.4. Travel agents.

9.5. Package tours abroad and in the country of residence.

9.6. Visa systems and Schengen.

10. MEDICAL CENTER

10.1. Setting up and functioning of a medical center.

10.2. Types of medical services.

10.3. Workers in a medical center – doctors and assistant personnel.

10.4. Medical equipment.

10.5. Pharmacy and its functioning.

10.6. Types of drugs and exchange of medications.

11. TRANSLATION AGENCY

11.1. Functioning of a translation agency

11.2. Types of translation services offered by agencies.

12. NOTARY OFFICE

12.1. Setting up and functioning of a notary office.

12.2. Services offered by a notary office.

13. ECONOMY OF MODERN RUSSIA

13.1. The Russian economy – state and perspectives of development of the country and its regions, inflation, industrial complexes of Russia, investment in Russia.

13.2. Branches of the Russian economy – engineering, chemistry, metallurgy, fuel industry, energy, timber, agriculture, transport, services.

13.3. Unemployment in the Russian regions and in the spheres of economy, unemployment benefits, job market.

13.4. Wages and salaries in the regions of Russia and the spheres of economy, average wages, minimum wages (MROT), best paid jobs in Russia.

14. RUSSIAN BRAND

14.1. Basic concepts – brand, trade mark, logotype, branding, brand attributes, brand image, brand power, brand loyalty, brand awareness.

14.2. Soviet brands (Sovetskoe shampanskoe, Volga, Moskovskaya, Moskvich, Smena, Tu-134, Vyatka, Elektron).

14.3. Brands of Russian vodka and beer, sweets, juices, cold meats, cars, mobile operators, banks and cosmetics.

During the many years of evaluation of the curriculum, new subjects – Russian Brand and Economy of Modern Russia – have been introduced. It seems necessary that a specialist in business should have knowledge of the major commercial brands – be familiar with Russian cars, banking, or even chocolate or vodka. This knowledge not only broadens the overall cultural education, but can be useful in the case of a professional businessman, agent, or even an interpreter. During the course students acquire the knowledge about names of goods as well as become acquainted with the manufacturers of these goods.

Another subject – Economy of Modern Russia is designed to provide knowledge about the demographic and economic situation in Russia in the twentieth and early twenty-first century. Its aim is to familiarize students with the transformation of the economy, its primary branches and it constitutes a summary of knowledge that students acquired during the course of the Economic Geography of Russia.

With the introduction of subjects such as Economic Geography of Russia, Economy of Modern Russia and Russian Trade Mark, the future specialist in the language of business would know that Russia is not only confined to Moscow, Smolensk, St. Petersburg, Chechnya, but it also includes the Republic of Marij El, Seaside Province, or the Republic of Bashkortostan. In addition, students will know what not only what „Gazprom” is, but also „May”, „Baltika”, „Beeline” and other companies known to all Russians.

During the course of study at the business specialization, students receive broad theoretical and language knowledge, which should contribute to their better preparation for the functioning on the job market.

The very assumption that a business specialization is essential as a part of philological course of studies seems to be unquestionable. In the contemporary world international trade is one of the major branches of economy and geopolitical location conditions directions of trading. In the case of Central and Eastern Europe the most important languages must be English and Russian. It might be a good idea to include also German in future. Educating business specialists in these three languages may even more enhance chances of future employment and this is our ultimate goal.

References

- Latishev H. (Латышев, X.), 1997a, *Совершенствование обучения русскому языку*, EGU, Minsk.
- Lewowicki T., 1996, *Przemiany oświaty ciąg dalszy – próba kolejnego bilansu dokonań i zaniechań edukacyjnych w procesie demokratyzacji życia społecznego w Polsce* [w:] Zając A. (red.), *W poszukiwaniu modelu oświaty w okresie przemian*, t. I. „FOSZE”, Rzeszów.
- Paliński A., 1997, *Język rosyjski w systemie edukacyjnym w Polsce* [w:] Paliński A. (red.), *Zeszyty Naukowe Wyższej Szkoły Pedagogicznej w Rzeszowie*, Dydaktyka 4, Wyd. WSP, Rzeszów.
- Pfeiffer W., 2001, *Nauka języków obcych od praktyki do praktyki*, Wagros, Poznań.
- Szczucka-Kubisz N., 1999, *Edukacja dla wszystkich?*, „Wiedza i Życie”, nr 5.
- Ziętała G., 2004, *Nauczanie rosyjskiego języka biznesu na studiach rusycystycznych*, Wyd. Uniwersytetu Rzeszowskiego, Rzeszów.

PRZYGOTOWANIE SPECJALISTÓW Z ZAKRESU JĘZYKA BIZNESU NA STUDIACH FILOLOGICZNYCH

Streszczenie

Kształcenie filologów we współczesnym świecie wymaga zmian polegających na dostosowaniu oferty edukacyjnej do wymogów współczesności. Jedną z takich propozycji modyfikacji jest kształcenie specjalistów z zakresu języka biznesu.

W artykule zaprezentowano autorski projekt programu nauczania rosyjskiego języka biznesu zawierający 14 grup tematycznych, które można realizować na zajęciach z: rosyjskiej marki, geografii gospodarczej Rosji, komunikacji ustnej i pisemnej w języku rosyjskim.