METHODS OF TEACHING STUDENT OF ECONOMICS ENGLISH BUSINESS LANGUAGE BASED ON IMMERSION TECHNOLOGY

Abstract. The article is devoted to solving the problem of teaching students of economics of higher educational institutions English business communication based on immersion technology. The work theoretically substantiates and practically develops the method of teaching English business speech based on immersion technology. By defining the goal, the list of professionally-oriented communicative foreign language skills, the mastery of which is necessary for an economist in professional activity, the content of training future students of the economics in English business communication based on immersion technology has been specified.

In modern foreign methods of teaching foreign languages, immersion technology is defined as follows:

1. Immersion is a technology of learning a foreign language by teaching one or more subjects in this language.

2. Immersion is a specific type of integrated foreign language learning, the goal of which is to master the language for special purposes.

The main goal of a teacher who works in the field of immersion is to create a clearly structured educational environment, to develop educational materials
that would help students understand both the academic discipline and the foreign language at the same time. All educational strategies that the teacher implements in the classroom are aimed at making the input information understandable to students, creating an opportunity to use the target language in the classroom, ensuring the logic and consistency of the presentation of language material, and developing a system of constructive feedback.

Learning based on immersion technology gives students the opportunity to be in an English language environment in which one or more subjects are taught. Among the variety of immersion models for teaching a foreign language, it is appropriate to choose full, partial and moderate immersion, based on the possibility and degree of use of the native language in the classroom during classes, the duration of the use of support on the native language of students, the peculiarities of the training of teachers who conduct education using immersion technology. In the process of learning business communication based on immersion technology, it is worth relying on the requirements of the All-European recommendations and the Program for non-language universities. The goal of teaching English business communication to students of the economics was defined as the formation of narrow professionally oriented communicative competence in speaking, listening, reading and writing.

A three-variant model of the educational process was developed on the basis of the above-mentioned educational technology, which can be implemented under the conditions of the credit-module system of training specialists. As a result of the conducted research, educational material was selected, classified and methodically organized; sets of exercises for teaching reading, speaking, listening and writing are theoretically grounded and practically developed.

The effectiveness of the proposed methodology was tested and confirmed during training. Methodological recommendations on the use of moderate immersion in the education of future economist students of Ukrainian universities of English business communication have been formulated, which have found their practical embodiment in the educational process of higher educational institutions of the IV accreditation level.

**Keywords:** future economist, Business English communicative skills, immersion teaching, total, partial, sheltered immersion, authentic teaching materials.
Анотація. Статтю присвячено вирішенню проблеми навчання студентів-економістів вищих навчальних закладів англійського ділового мовлення на основі технології занурення. У роботі теоретично обґрунтовано і практично розроблено методику навчання англійського ділового мовлення на основі технології занурення. Шляхом визначення мети, переліку професійно-орієнтованих комунікативних іншомовних умінь, володіння якими необхідне економісту у професійній діяльності, конкретизовано зміст навчання студентів-майбутніх економістів англійського ділового мовлення на основі технології занурення.

У сучасній зарубіжній методиці викладання іноземних мов технології занурення даються такі визначення:
1. Занурення – це технологія навчання іноземній мові шляхом викладання однієї чи кількох дисциплін цією мовою.
2. Занурення – це специфічний тип інтегрованого навчання іноземній мові, метою якого є оволодіння мовою для спеціальних цілей.

Основна мета викладача, який працює в сфері занурення, – створення чітко структурованого навчального середовища, розробка навчальних матеріалів, які б допомагали студентам розуміти одночасно і навчальну дисципліну, і іноземну мову. Всі навчальні стратегії, які викладач реалізує в аудиторії, спрямовані на те, щоб зробити вхідну інформацію зрозумілою студентам, створити можливість для використання цільової мови в аудиторії, забезпечити логічність і послідовність подання мовного матеріалу, розробити систему конструктивного зворотнього зв’язку.

Навчання на основі технології занурення дає студентам можливість знаходитися у середовищі англійської мови, у якому проводиться викладання однієї або декількох дисциплін. Серед різноманіття моделей занурення для викладання іноземної мови доречно вибрати повне, часткове і помірковане занурення, виходячи із можливості і ступеня використання рідної мови в аудиторії під час заняття, тривалості використання опори на рідну мову студентів, особливостей підготовки викладачів, які проводять навчання за технологією занурення. У процесі навчання діловому спілкуванню на основі технології занурення варто спиратись на вимоги Загальноєвропейських рекомендацій і Програми для немовних вузів. Метою навчання англійському діловому спілкуванню студентів економічного профілю було визначено
формування у них вузької професійно орієнтованої комунікативної компетенції у говорінні, аудіюванні, читанні і письмі.

Було розроблено триваріантну модель навчального процесу на основі вище зазначеної освітньої технології, що може бути реалізована в умовах кредитно-модульної системи підготовки фахівців. В результаті проведеного дослідження відібрано, класифіковано та методично організовано навчальний матеріал; теоретично обґрунтовано та практично розроблено комплекси вправ для навчання читанню, говорінню, аудіюванню та письму.

Ефективність запропонованої методики перевірено і підтверджено протягом навчання. Сформульовано методичні рекомендації щодо використання помірного занурення у навчанні студентів-майбутніх економістів ВНЗ України англійського ділового мовлення, які знайшли своє практичне втілення у навчальному процесі вищих навчальних закладів IV рівня акредитації.

Ключові слова: студенти-майбутні економісти, вміння англійського ділового мовлення, технологія занурення, повне, часткове, помірне занурення, автентичний навчальний матеріал.

Formulation of the problem. The development of business activity in Ukraine has led to the emergence of increased demand and increasing popularity of learning a business foreign language, because the creation of the European higher education area poses difficult tasks in terms of increasing student mobility, more effective international communication, easier access to information, etc., and therefore students’ communicative competence should be developed of higher education institutions and the strategies they need for effective participation in the learning process and in those professional communication situations in which they may find themselves. According to the current international educational requirements, a university graduate – levels C1 and C2 – according to the recommendations of the Committee of the Council of Europe on education, must have a foreign language at a level sufficient for unhindered communication with colleagues. At the same time, emphasis is placed on the need to teach students not English for general purposes, but English for special purposes (N.F. Borysko, V.D. Borshovetska, N.V. Zinukova, S.S. Kolomiets, E.V. Miroshnichenko, O. P. Petrashchuk, N. S. Sayenko, O. B. Tarnopolskyi, O. M. Ustymenko, N. V. Yagelska etc.).

It is for this reason that there is now an active search for language and improvement of existing teaching technologies. The modern method of teaching foreign languages offers a huge number of the latest learning models, the prominent place among which is occupied by «content-learning» (content learning) (J. Crandall, S. Burger, M. Welsche, M. Migneron, N. Cloud) and, in particular, immersion teaching) (J. Cummins, E. Day, S. Shapson, F. Frisson-Rickson, J. Rebuffot). Immersion in various works is called «methodology» or «technology»
(P. Calve, D. Horn, R. Johnson, M. Swain). Accepting these terms as synonyms, in the further explanation we will mainly use the term «immersion technology», since at this stage of development, immersion is a system of clearly developed principles and methods and techniques of learning arising from these principles, that is, it has sufficiently pronounced features of structuring, algorithmicity, technology.

At a time when this technology is not well known to Ukrainian specialists in the field of teaching foreign languages for special purposes, it is not only actively used in teaching practice abroad, but a corresponding theoretical basis has been created for it, which illuminates the most diverse aspects of immersion technology.

**Analysis of recent research and publications.** Among the many topical issues of learning based on immersion technology, which are devoted to dissertations and monographs and studies abroad, the sociocultural context of the use of immersion technology in teaching practice is outlined (F. Genesee, R. Mougeon, A. Safty, M. Swain); features of diving in different countries of the world are highlighted (R.N. Campbell, W.E. Lambert, M. Met, E. Lorenz, A. Salamone); teaching models that simultaneously combine mastering a foreign language, studying a special discipline and include a special sociocultural component are proposed (J. Crandall, F. Genesece, B. Harley, M. Met, R. Wright); the main problems of simultaneous cognitive educational development and mastering a foreign language and the ways to solve them are defined (K. Bamford, A. Cohen, M. Swain, C. Tardif, M. Van der Keilen); created training programs for secondary school (R. Campbell, T. Gray, R. Gersten, S. Shapson, J. Woodward) and higher education institution (A. Cohen, K. Allison, C. Klee, D. Tedick); a system of training teachers who can work with immersion technology has been developed (E. Annadale, E. Hamayan, J. Phillips, P. Hefennan, C. Lauren, F. Stevens); directions of future research in this field are outlined (J. Cummins, B. Harley).

As already mentioned above, despite such a variety of foreign studies, the problem of teaching English business speech based on immersion technology in our country is theoretically and practically unexplored.

So, on the one hand, the need to train economists who could freely use the English language in the process of their professional communication, and on the other hand, the lack of development of the problem of using immersion technology in teaching business English, determine the relevance of the problem that is solved within the scope of the article.

**The purpose of the article** is to determine the main characteristics of immersion technology and the specifics of its use in universities of economic profile; presentation of projects of learning models based on immersion technology; determination of criteria for assessing the level of development of students' skills and abilities in English business speech; formation of methodological recommendations for the organization of teaching English business speech based on immersion technology.
Presenting main material. In the modern foreign method of teaching foreign languages, immersion technology or, as it is otherwise called, integrated learning, the following definitions are given:

1. Immersion is a technology of learning a foreign language by means of teaching one or more disciplines in this language.

2. Immersion is a specific type of integrated foreign language learning, the goal of which is to master the language for special purposes.

In recent years, foreign language teaching methods have shifted emphasis from isolated language teaching to the combination of language mastery and special disciplines at the same time. There are at least four reasons that underlie this phenomenon and which allow us to call learning by immersion technology integrated: more effective language acquisition is possible in socially meaningful, meaningful communication situations, integrated learning creates a basis for the activation of language acquisition, the existence of interdependence between language and other aspects of development of a person increases the effectiveness of mastering language phenomena, speech skills and abilities, the existence of differences in the functional characteristics of language when moving from one context to another requires ensuring maximum contextual saturation in the very process of language acquisition.

Immersion technology is based on nine principles, the main ones being the principle of bilingualism and the principle of linguistic interdependence. The native language system is the basis for mastering a foreign language (the principle of linguistic interdependence), and at the same time, in the process of learning, one should strive to achieve the level of bilingualism in the professional field of communication, when an individual can easily switch from one language to another and clearly express his thoughts in his native and foreign languages. Therefore, any of the immersion models that can be used in the learning process in Ukrainian universities is based on these principles.

The task a teacher who works in the system immersion, is clearly structured educational environment, development of educational materials that would help students understand the academic discipline and a foreign language at the same time. All educational strategies that the teacher implements under the conditions of implementation of any immersion model contain four main goals:

1) make input information understandable for students;
2) create opportunities for using the target language in the audience;
3) ensure logicality and a clear sequence of presentation of language material;
4) develop a constructive feedback system [1].

The psycholinguistic principles of immersion technology are based on the model of perception and generation of language messages (five hypotheses of S. Krashen). The processes of teaching and learning during immersion are fully implemented only if the following methodological foundations of foreign language business communication are followed. It is claimed (B. Rogoff, R. G. Tharp, etc.)
that immersion includes the joint receptive and productive activity of the teacher and students on the way to achieving educational goals, assistance in mastering educational material and ensuring continuous language development at all levels of the educational process, contextualization of teaching and learning processes and joint receptive and productive activity of the teacher and students from the point of view of their experience and skills, teaching of complex thinking, involvement of participants in the educational process in the educational dialogue.

In determining the goals of teaching English business speech based on immersion technology, we relied on the social order of society – the training of a professional specialist who would speak a foreign language at a high level (C1), on the All-European recommendations on language education and the Program for non-language higher education institutions of Ukraine. Therefore, the purpose of teaching English business language to economic students is to form narrow professional-oriented communicative competence in speaking, listening, reading and writing. This creates an opportunity to provide communication on all general issues of professional business activity, to specialize and deepen mastery of English business speech through purposeful lifelong learning, to engage in such academic activities that activate and further develop various types of motivation; build their confidence as language users.

The main focus was on specifying and selecting the content of education for economics students. Following O. B. Tarnopolskyi, we transformed the procedure for selecting the content of training into the following stages:

1) selection of the field, topic, and within its limits – typical communicative intentions of the communication participants;
2) selection of written and oral sources (authentic, as far as possible) and creation of discourse models in written and oral communication, characteristic of selected topics and communicative intentions;
3) drawing up on the basis of the received data a list of speech skills, abilities and knowledge that students must master;
4) systematization of necessary educational materials based on the selected content of education [2].

Speaking skills are defined and integrated according to speaking behavior that is specific to the domains and communicative intentions of the participants of communication related to learning and specialization. Purely linguistic and socio-cultural competences are, of course, important for the construction of an educational course, but in conditions of exclusively professional orientation of education, professionally-oriented communicative competence, which is formed based on the typical intentions of economics students in the real academic and professional sphere of communication, acquires primary importance. Thus, in terms of speaking, for the professional communication of future economists, monologic speech (reports, presentations, etc.), dialogue with elements of a monologue, polylogue or polylogue with elements of a monologue becomes more important.
The main skills in the field of writing are not only the ability to conduct business correspondence, conclude business agreements, write a synopsis or the full text of one's speech in English, but also the ability to analyze and draw conclusions on the effectiveness of various types of international agreements in written form, create business plans with detailed substantiating the expediency and effectiveness of business organization or implementation of a certain financial project.

As for listening skills, there is both global and detailed understanding of what is heard, for example, during a lecture, at business negotiations.

The nature of the professional activity of managers of external economic activity determines the need for them to form familiarizing, studying and searching reading. The need to form the ability to read in at least three modes – familiarization, study and search – requires the development of all types of skills that ensure the completeness and depth of understanding of what is read, namely: highlighting individual elements in the text, summarizing them into meaningful pieces: the ratio is one with one, making judgments based on the received information, evaluating facts in comparison with one's own experience, interpreting what has been read.

In order to implement immersion technology in the conditions of universities of an economic profile, it is worth conducting a classification and analysis of existing immersion models. This classification can be proposed based on such prerequisites for the functioning of different models of immersion, as the possibility and degree of use of the native language by those who study, the peculiarities of the training of teachers who conduct education using the technology of immersion. The following models of teaching based on immersion technology can be distinguished, based on the possibility and degree of using the native language in the classroom during classes, the duration of using the native language of those who study, the features of the training of teachers who conduct classes using immersion technology:

1) full immersion;
2) partial immersion;
3) moderate immersion.

Full immersion involves lectures and practical classes, as well as written control in a special discipline in English. Within the limits of partial and moderate immersion, lectures are given in Ukrainian, and at the end of each of them the presented material is summarized in English, and students receive a list of the most used English terms in this topic. As for practical classes, the partial immersion model provides for all student reports on seminar issues in English, participation in the discussion of the reports heard by those students who did not prepare special reports in English. With moderate immersion, 70% of reports on seminar issues and all written control are conducted in the native language, 30% of reports are prepared by students in English (each student must make a report in English several times a semester). In addition, participation in the discussion in English by those students who did not prepare special reports is expected, as well as the writing of business plans and semester coursework in English by all students [3].
Aware of the difficulties of implementing the idea of immersion in the conditions of Ukraine, we assumed that two conditions must be met for implementation: 1) students must speak English at least at the B1 level according to the scale of the Council of Europe; 2) the teacher must be knowledgeable in the specialty of his students, possess foreign language communicative competence at a high level, possess immersion technology.

The most important thing for the implementation of immersion in the educational process is the development of an appropriate set of exercises, which should support the relationship of various types of speech activity. The description of the set of exercises proposed by us is given below.

*A set of exercises for the formation of speech competence in speaking.*

This type of speech activity is very important for future specialists in modern conditions. As already mentioned earlier, monologue speech, dialogue with elements of monologue and polylogue acquire special importance for specialists in the economic profile. Mastering these types of speech within the limits of immersion technology is proposed to be organized in the following way.

The skills and abilities of monologue speech are developed through the preparation of project presentations (for example, group development of business plans) and coursework in English. At the same time, students conduct an independent search for authentic information, analyze it and independently choose the form of presentation (oral report, use of visualization, technical means, etc.).

We will give examples of exercises for teaching speaking.

*Exercise 1.* Purpose: to develop students’ monologue speaking skills.

Task: Listen to your mate's presentation of the information concerning the foundations of international lease operation and orally summarize its content. You have 3 minutes to present your summary to the class.

*Exercise 2.* Purpose: to develop students’ dialogic speaking skills.

Task:

**STUDENT A:** You are a representative of the firm «Technocom» (*the input data about the activities of «Technocom» are given by the teacher*). Give detailed information to the representatives of Ukraine about the activities of your company and its potential opportunities to participate in your programs.

**STUDENT B:** You are a representative of this country at the international scientific-technical exhibition interested in maintaining new contacts with foreign companies in order to launch a new program based on co-financing of technical assistance. Ask the representatives of the firm «Technocom» about their opportunities to participate in mutually profitable programs.

*Exercise 3.* Purpose: to develop students’ polylogical speaking skills.

Task: You are participants of the seminar dedicated to the problems of intermediary operation on the world's market. In groups discuss the advantages of the above-mentioned operations. Present the results to the audience.

*A set of exercises for the formation of speech competence in listening.*
Listening skills and abilities, as mentioned earlier, are aimed at both global and detailed understanding of information received by ear. So, in practical classes, students, first of all, listen to the reports of their classmates in English, before each of which they are oriented to perform a certain type of work based on the information heard. For example, it can be oriented towards performing exercises and answering questions or discussing the problems of the lecture listened to etc. In addition, students have the opportunity to listen to excerpts of authentic lectures on certain topics in English.

Exercise 4. Purpose: to develop students' ability to listen to an English-language professional text in order to obtain the necessary information.

Task: Listen to the text «International scientific-technical relation» and

a) answer the following questions:
1) What are the main reasons for rapid international technical relations development?
2) What are the main steps of the international technology transfer?
3) In what forms does the international technology transfer?

b) match the given notions with their definitions. Do it in figures and letters then check your response with the key:
1) international;
2) patent agreement;
3) license agreement;
4) know-how;
5) engineering agreement;
6) franchising;
7) international technical assistance.

a) the transfer of the technological experience and secrets of production, the use of which provides some advantages in reaching the final goal;
b) an act in which a company gives a business the right to sell its goals or services in return for a fee of share of the profits;
c) transfer of the so-called «pure technology», namely the transfer of constructive decisions and production experience or services for goods production;
d) a kind of the international technology transfer, which includes giving assistance to the countries in spheres of technological processes, products of management;
e) the right to use the patent invention which is given out to the buyer-license for certain comprehension;
f) the agreement for engineering and consulting services for the buyer’s realization of a technical project. They include a wide complex of measures for preparation of the project, concluding scientific research, consulting, tests and so on;
g) international trade operation in which the owner of the patent gives the right to use it to the buyer.
A complex of exercises for the formation of speaking competence in writing, which is formed in students during the writing of coursework work on the calculation of the effectiveness of foreign economic sales agreements and the development of business plans, as well as writing various types of essays.

Exercise 5. Purpose: to develop students’ ability to write essays on a given topic.

Task: Divide into groups of 5. Each group is going to work with the Internet and find the information about technical cooperation between Ukraine and other countries in different branches of industry. Prepare a written essay from a group of at least 100-150 words. The essays should be ready for the next seminar.

A complex of exercises for the formation of speech competence in reading: introductory, searching and learning (according to the technology of S.K. Folomkina) in the process of preparing reports by students for practical classes, written works, while working with authentic English-language texts in the specialty.

Example,

Exercise 6. Purpose: to develop students’ introductory reading skills.

Task: Scan the given text and mark the statements as true or false. Do it in letters. Check your answer with the key.

1. Scientific-technological relations can be defined as the relations which deal with the transfer of technological achievements between countries or which deal with the joint conducting of scientific projects.
2. The basic form of the relationship of scientific-technological relations is the international technology transfer.
3. The basis for the international technology transfer is conducting research.
4. The international technical assistance is the only kind of the international technology transfer.
5. Depending on the number of countries taking part in the project we can define two-sided and multi-sided technical assistance.

Exercise 7. Purpose: to develop students’ search reading skills.

Task: Re-read the text. Find the definition of the international technology transfer and international technical assistance and read them aloud.

Exercise 8. Purpose: to develop students’ reading skills.

Task: Summarize the content of the text in a written form. Your summary should contain at least 75 words.

Conclusions. Teaching students of the economic profile of English business language is a necessary component of the educational process at universities, without which the training of qualified specialists in the field of foreign economic activity is impossible. One of the ways to implement the above-mentioned task is the introduction of immersion technology into the educational process, since the study of its essence and principles, psychological and methodical foundations, existing models of education show that the use of immersion in the educational process contributes to the significant progress of students in mastering the skills and
abilities of business foreign language communication. There are three main models of building the process of teaching English business speech based on immersion: full immersion, partial immersion, moderate immersion. This classification was proposed based on the following premises: the possibility and extent of using the native language in the classroom during classes; the duration of the use of support in the native language of those who are being taught; features of the training of teachers who conduct training under the immersion program. The conducted research does not pretend to be a final solution to the problem of teaching future economist students English business communication based on immersion technology. The obtained results only prove the need for further research into the possibilities of using immersion technology in universities of Ukraine.

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