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FORMATION OF GENERAL CULTURAL AND GENERAL PROFESSIONAL COMPETENCES BY MEANS OF ADVERTISING VIDEO

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The paper analyzes the content of general cultural competences on the discipline "Foreign language" for technical specialties of a university and considers the advertising videos or commercials as one of the authentic sources in foreign language teaching. The paper presents the general professional competences on the discipline "Professional foreign language" for some Master programmes of a technical university. The authors propose a technique of using advertising video materials at the lesson. Certain types of tasks, that increase students' interest in the topic, are described. Recommendations are given on how to choose a commercial for educational purposes. The advantages and disadvantages in forming the given competences are presented.

Key words: *advertising video, communication, general cultural competence, general professional competence, social interaction, foreign language teaching*

Introduction

At present, global operations are one of the priorities for any university. This is due to expansion of contacts with international universities, potential employers and educational and professional mobility of people. Proficiency in one or several foreign languages needed by university graduates is generally recognized.

Due to expansion of contacts between different countries, foreign language teaching at higher education institutions and the whole of Russian society are developing simultaneously. Today, foreign language teaching is understood as intercultural communication teaching aimed at training students for comfortable living and professional activity in a multinational, multicultural society. Language is a means of recognizing the values of other cultures, mastering certain language skills.

American scientist D. Hymes gave the following definition of the communicative competence in the field of foreign language teaching: "this is what a speaker needs to know to communicate in culturally appropriate circumstances" [1]. When teaching foreign languages, the faculty of higher technical institutions relies on the Federal State Educational Standard, where the general professional competences and general cultural competences are formulated for different academic programmes.

Any technical university offers various academic programmes, so after analyzing the general cultural competencies implemented by the Department of Intercultural Communication on the main Bachelor programmes, it can be noted that the exact definition of competencies slightly differs, but the total expectation of education got by the university graduate coincides.

Students gain knowledge of a foreign language in the course of mastering the competences in accordance with the Federal State Educational Standard. The analysis of the competences needed for some technical areas has revealed the continuity in forming the oral and written skills of foreign language proficiency in bachelors and masters (Tables 1, 2).

The content of competences for Bachelor programmes is aimed at solving problems of interpersonal and intercultural communication and forming fair appreciation of social and cultural differences (Table 1).

Table 1. Content of general cultural competences for Bachelor programmes [4]

<i>Bachelor programmes</i>	<i>General cultural competence</i>	<i>Statement</i>

Construction	GC-5	ability to communicate orally and in written form in Russian and foreign languages to solve problems of interpersonal and intercultural interaction
Land management and cadastre	GC-6	ability to work in a team, be tolerant to social and cultural differences
Technosphere safety	GC-13	be fluent in Russian language (written and oral speech), have the ability to use professional terminology, know methods of formulating understandable texts, have the ability to put into practice foreign language communication
Trade	GC-3	ability to communicate orally and in written form in Russian and foreign languages to solve problems of interpersonal and intercultural interaction

In contrast to the general cultural competences for Bachelor programmes, Master programmes are focused on formation of the general professional competences aimed at solving the problems in professional areas (Table 2).

Table 2. Content of general professional competences for Master programmes

<i>Academic programme</i>	<i>General professional competence</i>	<i>Statement</i>
Construction	GP-1	ability to communicate orally and in written form in Russian and the foreign language to solve problems in the sphere of professional activities
Land Management and Cadastre	GP-1	be fluent in the official language of the Russian Federation (written and oral speech) and the foreign language to solve problems in the sphere of professional activities
Technosphere safety	GP-3	ability to formulate ideas clearly in oral and written form in the official language of the Russian Federation and the foreign language

This range of tasks requires a different level of foreign language proficiency. The faculty of the Department of Intercultural Communication and the Department of Foreign Languages increase foreign language proficiency in students. These highly-professional specialists are knowledgeable about the effective methods of language teaching. However, in practice a qualified engineer who has special linguistic education is able to overcome the difficulties in translating professional terminology easier than a professional translator who has just linguistic education.

In reality, professional activities involve technical data processing, writing instructions and reports, requests and applications, compilation of catalogs. In order to form such skills, it is necessary to learn how to distinguish the meaningful fragments against the background of stereotyped phrases. In forming the oral communication skills, students can listen to the lectures of international scientists, establish contacts with students from international universities and / or potential employers.

In order to form the communicative cultural and professional competences successfully it is necessary to use authentic sources reflecting social and general culture of the target-language country. Thus, the students should be provided with authentic materials (texts, videos and audio files) typical for this society.

The use of videos is an effective applicable technique in foreign language teaching.

Among various videos are the following:

- training videos;
- feature films and documentaries;
- cartoons;
- TV news and other TV programmes;
- music videos;
- commercials;
- video sight-seeing tours and museum tours;
- various computer videos, etc. [2, 5]

These authentic sources may contain the following: literary texts, newspaper and magazine articles, lyrics of popular hits, promotional materials, audio and video recordings, feature and documentary films, TV programmes, commercials, etc.

Let us consider the advertising (promotional) video in detail. This short video provides students with a linguistic, social and cultural basis for participation; it also gives opportunity to encourage them to make up dialogues.

When choosing an advertising video, the following conditions must be taken into account:

1. The content of the video must correspond to the level of general and language proficiency of students.
2. The length of the video must be 2-3 minutes.
3. The plots of the videos must contain audiovisual information about the advertised item, its appearance, properties and practical application.
4. The context must have a certain degree of novelty or surprise

The effective use of advertising videos depends on the correct lesson structure and the tasks of education. The educational tasks that can be solved by means of videos are as follows:

1. Repetition of vocabulary and vocabulary expansion.
2. Introduction of new lexical units or a new lexical topic.
3. Training of listening skills.
4. Search for language information.
5. Development of a creative project.

In order to solve these tasks, it is necessary to follow several stages when using advertising videos: preparatory, demonstrational, post-demonstrational and creative.

Preparatory stage

The preparatory stage is aimed at motivation of students, removal of possible difficulties in understanding and preparation for task performance:

1. Give the name of the product and suggest guessing its use.
2. Introduce the new vocabulary and consider examples of its use in the sentences.
3. Analyze grammatical structures, idiomatic and slang expressions (if they are present).
4. Ask questions to be answered during the next stage.

Demonstrational stage

The demonstrational stage is aimed at development of listening skills; language information is searched, and the following tasks are performed:

1. Find specific information
2. Remember phrases from the video.
3. Find answers to the questions of the previous stage

Post-demonstrational stage

After watching the video, students perform the tasks that develop their communicative competence to the maximum:

1. Describe the place of action.

2. Describe the advertised product.
3. Identify the advantages and possible disadvantages of this product.

Creative stage

The creative stage is aimed at development of students' creative abilities based on the watched video:

1. Paraphrase the watched video from a third party, use indirect speech.
2. Invent your own advertisement for this product.
3. Come up with a new product with superior properties and advertise it.
4. Study similar products scientifically and present the results in a presentation or a report.

It should be noted that development of certain tasks based on the chosen videos is the optimal solution. The commercials on the topic "Building Materials" have been selected as an example. The topic agrees with the academic Bachelor programme "Construction" for the 2nd-year students (3-4 semesters). In accordance with the lesson structure described earlier, the example tasks are offered. For example, if the video is about finishing building materials, then the tasks can be as follows:

Preparatory stage

The board gives the name of the advertised product (Gyproc Habito [6], Bautex Block [7], Fusion Building Materials PVT [8]); the students are offered to guess its application before watching the video and they answer the following questions:

- What target audience is the message aimed at?
 - Are you part of the target audience?
 - Do you find the message convincing?
 - Is the product used worldwide?
 - Is the product environmentally-friendly?
1. The students express their assumptions about the use of the product, suggest adjectives which can be used to characterize the qualities of materials (strong, hard, flexible, durable, porous, etc.), divide them into positive and negative ones.
 2. New words and expressions are given; the meaning must be understood when watching the video: once upon a time, screw, flexibility, fixings, to fix, durability, porosity.
 3. Answer the questions:
 - Can you name any finishing building materials?
 - What are the types of finishing materials?
 - What are finishing materials used for?
 - What finishing materials are used in our region?
 - Are they good enough?
 - What qualities of finishing materials are particularly important in cold (hot) climates?

Demonstrational stage

1. The students are offered to watch the mute video and test their assumptions.
2. In playback the students must guess the meaning of the new words (screw, flexibility, fixings, to fix, durability, porosity):

screw – a thin, pointed piece of metal with a raised edge twisting round along its length and a flat top with a cut in it, used to join things together, especially pieces of wood

flexibility – ability to change or be changed easily according to the situation

fixings – things used for holding things together

to fix – to repair something

durability – the property of something continuing to be used without getting damaged

porosity – the state of being porous, etc.

If the students find it difficult to guess the meaning of the new words, then it seems possible to give related words or synonyms. For example:

screw – nuts, bolts, rivets

flexibility – bend, without breaking

fixings – brackets, screws

to fix – to fasten

durability – strength, hardness

porosity – holes, dips, etc.

3. The students watch the video once again and discuss the right variants.

Post- demonstrational stage

To maximize development of communicative competence, the students are asked to describe the place of action, characterize the advertised product, and identify the advantages and possible disadvantages of this product.

Creative stage

The creative stage promotes development of creative abilities in students on the basis of the watched videos. Therefore, the tasks can be as follows:

1. The students are offered to retell the video from a third party and they must use indirect speech.
2. The students are offered to invent their own advertisement for this product.
3. The students are offered to invent a new product with superior properties and advertise it.
4. The students are offered to do research on similar products and make a presentation or a report.

Such methods and techniques of using videos in foreign language teaching open unique opportunities for teachers and students. They serve the purpose of forming general cultural and general professional competences as the components of communicative competence in general. Short promotional videos together with the developed tasks make it possible to arouse the students' interest in the topic under study and awaken their creative potential.

The use of commercials is beneficial due to the following:

- *Length*. Commercials are short, from 20 seconds to 2-3 minutes. Such lengths meet the requirements specified for the volume of training content for students of technical universities.
- *Simplicity* of lexical and grammatical material that allows students to learn it quickly and easily.
- *Ease of use*. Commercials make it possible to stop at any point for discussion and explanation or go back, for example: to listen and make notes about the product properties, name of the company, contacts and applicability, or to suggest questions before watching and further discussion [3].
- *Imagery*. Thanks to the visual and musical support, commercials are easily remembered and reproduced; they are funny, interesting and bright, the texts are laconic. If students watch commercials 2-3 times, they remember phrases and can easily use them in the appropriate context.
- *Authenticity*. Advertising videos or commercials are created and voiced by native speakers; this makes it possible to provide students with the colloquial language, and also to illustrate the accents and dialects.

In the authors' opinion, it is necessary to highlight some disadvantages of commercials to be used in foreign language teaching:

1. Absence of complex grammatical forms, i.e. constructions that are found in technical and fiction literature.
2. Presence of too bright images which interfere with acquiring the material.
3. Phenomenon of artificial nominations - presence of artificially created words resulting in misunderstanding.

In order to achieve expectations of training, it is necessary to pay attention to the following conditions:

- * The content of commercials used should correspond to the level of students' general and language competences
- * The length of advertising videos used must not exceed 2-3 minutes

* Videos should contain visual information about the event venue, appearance and non-verbal behavior of participants in a particular situation. They contribute to development of language, speech, social, cultural and professional competences of students.

In the authors' opinion, such materials used in foreign language teaching are one of the most significant and important components in achieving expectations of education got by the university graduate.

Thus, advertising videos are an accessible source of information about the real life, culture, mentality of the target-language country. It arouses interest and stimulates speech-making and creativity. It is the competence-based approach that ensures training of students able to solve problems of interpersonal and intercultural interaction.

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ЖАРНАМАЛЫҚ БЕЙНЕБАЯННЫҢ ҮЛГІСІ БОЙЫНША ЖАЛПЫ МӘДЕНИЕТ ЖӘНЕ ЖАЛПЫ КӘСІБИ БІЛІКТІЛІКТІ ҚАЛЫПТАСТЫРУ ӘДІСТЕРІ

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Аталмыш мақалада техникалық бағыттағы жоғарғы оқу орындарында оқытылатын шет тілі пәніндегі жалпымәдени біліктілік мазмұнының талдауы берілген. Жарнамалық видеороликті мысалға ала отырып, шет тілін оқытудағы түпнұсқалық дереккөз ретінде аталмыш біліктіліктің қалыптасуындағы кемшіліктер мен жетістіктері көрсетілген.

Түйін сөздер: жарнамалық ролик, байланыс, жалпымәдени біліктілік, әлеуметтік әркестестік, шет тілін оқыту

СРЕДСТВО ФОРМИРОВАНИЯ ОБЩЕКУЛЬТУРНОЙ И ОБЩЕПРОФЕССИОНАЛЬНОЙ КОМПЕТЕНЦИЙ НА ПРИМЕРЕ РЕКЛАМНОГО ВИДЕОРОЛИКА

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В статье дан анализ содержания общекультурных компетенций по дисциплине «Иностранный язык» для технических направлений вуза. Рассмотрены общепрофессиональные компетенции уровня магистратуры некоторых направлений подготовки по дисциплине «Профессиональный иностранный язык» в техническом

вузе. Авторами предложена последовательность работы с видеоматериалами на занятии, а также разработаны определенные виды упражнений, которые повышают интерес студентов к изучаемой теме. Даны рекомендации по отбору рекламного ролика для учебных целей. На примере рекламных видеороликов как аутентичных источников при обучении иностранному языку представлены достоинства и недостатки при формировании указанных компетенций.

Ключевые слова: *реklamный ролик, коммуникация, общекультурная компетенция, социальное взаимодействие, преподавание иностранного языка*