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TEACHING TECHNICAL UNIVERSITY STUDENTS THE STRATEGIES OF PROFESSIONAL COMMUNICATION AT THE FOREIGN LANGUAGE CLASSES© L. G. Yusupova^{1*}, E. P. Zheltova²¹*Ural State Mining University
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The authors of the article stress the importance of teaching students the rules of effective communication, its strategies and tactics for the success of communicative behavior in a multicultural society. Special attention is paid to learning of business communication situations and the rules of communicative behavior. In the developed scheme, the types and goals of effective communication, as well as reflexive, cognitive, and communicative strategies are presented. The carried out analysis shows the dynamics of the estimation of the students' skills of using communicative strategies.

Keywords: *communicative strategy, communicative tactics, intercultural competence, cross-cultural business situations, effective communication.*

One of the leading trends in modern education is its orientation towards multiculturalism with a foreign language being an instrument of subcultural professional interaction and a means of developing a specialist's personality in the situations of professional cooperation with the representatives of other cultures [1]. A professionally oriented university course aims at teaching students the peculiarities of speech and communication activities in the situations of business communicative interaction.

In this regard, a foreign language acquisition in a new paradigm is viewed as the development of not only communicative but also intercultural foreign language competence, namely, the ability to relate linguistic means to the tasks and conditions of communication taking into account social norms of behavior in the process of communication with the representatives of other cultures.

The analysis of the English language learning by the students of nonlinguistic qualifications convincingly demonstrates that the greatest difficulties in mastering their intercultural competence are caused by the situations of business communication such as presentation of material, written and verbal exchange of information, expression of opinion, discussion, establishment and maintenance of personal contacts, interviews, meetings and negotiations, etc. [2–3]. Students have limited knowledge of communicative strategies and language means to establish an interactive communication [4–5].

In this respect, it is necessary to draw students' special attention to the situations of business communication, such as the establishment of contacts, negotiations, interviews, consulting, conflict management, etc. as well as to the development of communicative skills such as the choice and effective use of various active communicative strategies and tactics, interpretation and understanding of the views and behavior of the representatives of other cultures.

According to N. Zhukov, in particular, the basic rules governing communicative behavior are 1) the rules of communicative etiquette; 2) the rules of communicative impact coordination; 3) the rules of self-denial. For instance, the tactics for a business talk includes getting into contact, setting goals, exchanging

views, getting out of contact [6]. Understanding the world of professional communication and its rules as well as developing skills of identification and production of speech patterns in diverse situations of business cooperation mean training in strategies of professional communicative interaction, adequate speech behavior, and effective influence on a partner. Having studied in detail the models of communicative behavior in some foreign and domestic researchers' papers [7–10], we have schematically defined the types and purposes of effective communication below in Fig. 1.

Considering the main characteristics of active listening in business communication, it is possible to distinguish 3 basic categories of skills being presented in all communicative strategies (consulting, interviewing, conducting negotiations, making requests, managing conflicts): maintaining communication, managing communication, establishing contacts of interpersonal relations. According to P. Adler, active listening includes both verbal and non-verbal tactics: linguistic reflection, rephrasing, identification of emotions and summarizing [11]. Linguistic reflection is an exact reproduction of the speaker's words to show that he has been heard and understood. For example: So, you have said that you were upset. Is that right? You were excited. Paraphrasing is used to convey the words of the speaker in one's own words in order to confirm that the partner has been well understood and to demonstrate the understanding of his thought. In this case, disjunctive questions are also effective: You'll be in the office tomorrow, won't you? As a rule, paraphrasing is used if the expressed thought is especially important and its understanding must be confirmed. For example: As far as I have got, your idea is original. Paraphrasing gives an opportunity to connect different topics of conversation and to create the atmosphere of empathy and mutual understanding. The tactics of identification of emotions is used along with paraphrasing. The purpose of this tactics is to create the atmosphere of trust and confidence by recognizing the emotions of the other party and giving them external expression, as well as showing respect to the partner. For example: "I see your feelings", "You look excited, what troubles you?", "That sounds terrible / feasible / very reasonable".

Fig.1. Strategies of effective communication.

[illegible]

The analysis was carried out during the semester. The students assessed themselves (1), and they were also assessed by their groupmates (2) and a teacher (3). At the end of the first semester, they completed a questionnaire and wrote a test on the studied material where they were to ask questions, to paraphrase, to summarize, and to show theoretical knowledge of the rules of communicative etiquette characteristic of professional intercultural communication. In the experimental group, the average score of activities was different by 7 points as compared to that of the control group, where the interactive method of Case Study was not used. In the experimental group, the academic achievements increased by 15%, while in the control group their increase was only 5%. The questionnaire survey of the students revealed that a new organization of the educational process allowed the students of the experimental group to acquire more profound knowledge of the situations of business communication and contributed to the development of their ability to use the rules of effective communication, different types of communicative strategies and tactics.

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