

Basics of Students' Communication Skills



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ABSTRACT: Modern trends in intercultural education and the free choice of curricula and resources for the development of intercultural competence of students in higher education require the use of active and innovative teaching methods based on a results-oriented competency approach.

Along with the diversity of all its components, the formation of communicative competence in a foreign language, i.e. intercultural competence, becomes the main goal of teaching foreign languages in universities.

It should be noted that the name of intercultural competence means the ability to realize oneself within the framework of "dialogue of cultures".

The development of students' intercultural communication skills through the case method puts a great responsibility on teachers. G. Huseynzadeh writes in this regard: "The need for teachers is growing during this process. Teachers must be able to bring the language culture they are learning and the country they are learning to the audience. The teacher must have knowledge of the culture of his country and all English-speaking cultures. The teacher must also be willing to share his knowledge with students".

KEY WORDS: case, education, intercultural, foreign, language, knowledge, skill

INTRODUCTION

The analysis of theoretical sources on the study of conceptual models of intercultural competence reveals its components - "knowledge, skills and habits, rules and understanding, etc., necessary for a person to interact effectively and appropriately with the carrier of another culture" [Deardorff 2006, p. 241-266].

One of the urgent tasks of foreign language teaching methodology is the development and intensification of methods and rules of the teaching process in the development of skills and habits of students in everyday and business communication. L.E. Alekseyeva notes that "there has been a change in the direction of teaching foreign languages in professionally oriented communication - from reading to speech, in a broader sense, in professional situations to communicate in a foreign language" [Alekseeva 2002, p.15].

It is known that the cases were used in 1910 by Harvard University professor M.T. Copeland to teach graduate students [Gozman 2004, p.47].

The technology of the Keys method was first developed in 1870 and applied in 1910 in the teaching of economics and business sciences at Harvard University [Almagro 2004, p. 137; 201]. Currently, two classic case methods operate in parallel: Harvard (American) and Manchester (Europe). American cases are large (20-25 pages of text, 8-10 pages of illustrations), while European cases are 1.5-2 times smaller. In addition, while the former require a single correct answer, the latter allow for a variable solution to the problem [Dumez 2015, p. 43; 201].

Initially developed in the American School of Business, the method of solving situational tasks is now in the process of intensive development in the field of education, sociology and economics. The case method began to be widely used in world educational practice in the 1970s and 1980s. The case method, which has been used in Russia since the 1990s, has led to fundamental changes in the training of specialists in all fields. In other words, as noted by B.E. Andrushev, "there is a serious need for specialists who are able to work in a team, prone to innovation, able to work critically and flexibly with a wide range of information" [Andyusev 2010, p. 61].

One of the main ways to increase the effectiveness of the formation of skills and habits of professional communication is communication based on the real situation (i.e., the method of analysis of the situation or case-method), which has become widespread in recent years in the teaching of foreign languages. Case-method is an interactive learning method used to solve educational problems. Case is an analysis of a situation or a specific event, a business game. It can also be called a situation analysis technology.

As a result of changes in external and internal conditions, reforms in the education system of Azerbaijan and its purpose are reflected in the teaching of foreign languages. Beyond the subject of teaching, a foreign language becomes a means of forming a

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professionally important quality for a specialist preparing for future activities. Training to communicate in a foreign language, on the one hand, should be based on the tasks that the learner will face in his professional activity, on the other hand, students should be active, enterprising, and independent, agree with their peers, protect the right to personal opinion, and etc. should be able to demonstrate their qualities.

Thus, the use of case-based interactive learning technology, which models real situations in future professional activities, has become a methodologically justified teaching method in non-linguistic higher education institutions. In this regard, BEE Andreev writes: "Teaching knowledge and teaching process is not a goal, but an instrument for the learner to enter competent training" [Andyusev 2010, p.65].

According to M.V. Goncharov, "a number of aspects are considered important for the implementation of this method: understanding the essence of the case method, the goals and objectives of the training, the principles of material selection, stages of work on analysis and presentation of decisions" [Goncharova 2004, p. 95]. According to Y.P. Surmin, "the essence of the case-method is to understand the real-life situation, the impact of which on students not only reflects any specific practical problem, but also actualizes a certain set of knowledge that must be mastered to solve the problem [Surmin 2002, p. 86].

Research also shows that the development of problems in the formation of intercultural communicative competence in students in higher education is due to the fact that the real process of intercultural communication does not require them only a high level of communicative and professional competence. In order to participate in intercultural dialogue, they must be able to independently reflexively master new models of professional behavior, to make informed (collective) decisions based on an in-depth analysis of the mother and other professional concepts in a complex professional problem situation.

According to T.V. Taryev, "the formation of such ability is possible only through the application of the case method. The case-method is based on the analysis of the business situation taken from the real practice of business communication. This situation, as a rule, does not reflect any practical problem that does not have an unambiguous solution, but also activates a certain set of professional knowledge and skills" [Tareva 2011, p. 237].

Case-method or concrete-situational method is a method of active problem-situation analysis based on learning by solving specific tasks - situations. The direct purpose of the case method is to discuss and analyze cases (events in one or another field of activity) of student groups, to develop a practical solution of the proposed algorithms through subsequent evaluation and to choose the best one in the context of the problem.

From what has been said, it is clear that university graduates must be able to understand the views and opinions of their colleagues (representatives of different cultures) and overcome conflicts arising from differences in the value systems of the culture of the native language in the process of professional communication. It is these skills that ensure the effectiveness of communication in the field of professional intercultural communication. In other words, it is necessary for the graduate to acquire intercultural communicative competence. As noted by E.G. Taryeva, "this is the ability of a professional to understand, comprehend and interpret the world of the native language and other languages, and on this basis to establish a process of communication in a foreign language with a representative of another linguosocial community" [Tareva 2011, p. 43].

Intercultural skills can be linked to the general cultural and professional competencies that students need to know after graduating from higher education:

1) general cultural competencies correspond to intercultural skills, such as "determining the direction of the system of universal values and learning the values of different social, national, religious, professional communities and groups of society", acquiring new knowledge about culture;

2) intercultural skills in interpreting cultural facts and events from the standpoint of a system of specific values, assessing (analyzing) behaviors and situations taking into account cultural differences are realized in general cultural competencies (in which case the student must renounce ethnocentrism adheres to ethical norms and principles of cultural relativism);

3) student's general cultural competencies - "understanding the importance of humanistic values for the preservation and development of modern civilizations, readiness to accept moral values in relation to the environment, society and cultural heritage"; manifests itself when acting as a representative of the culture);

4) intercultural skills, such as acting as a representative of the homeland (culture), building relationships that rise to the level of mutual understanding, form a common cultural competence: "to be able to stand as a citizen in social and personal conflicts."

In linguistic sources, intercultural competence is considered to be an integrated personal education that combines the following components:

- general culture (being aware of the system of general cultural knowledge and values existing in different countries);

- sociocultural (ability to communicate verbally with representatives of other countries, adherence to relevant ethical and etiquette norms);

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- Linguosocioculture (knowledge of lexical and grammatical units belonging to the languages of different countries, their correct use in the communicative process) [Averyanova 2010, p.55].

Intercultural skills are integrated in the formation of students' professional competencies as follows:

- Ability to build relationships that increase to a level of mutual understanding, assessment (analysis) of behavior and situations taking into account cultural differences, "ability to name the effects of stereotypes and intercultural dialogue in general and professional communication" is carried out in professional competencies;

- Intercultural adaptation, as well as the acquisition of new knowledge about culture, helps to have international and contextual knowledge, which allows to overcome the influence of stereotypes in contact with representatives of different cultures and to adapt to changing conditions;

-the ability to model possible communication situations between representatives of different cultures and societies is achieved through intercultural achievements, such as evaluating (analyzing) behavior and situations taking into account cultural differences, acting as a representative of the homeland (culture);

- Intercultural skills such as the ability to evaluate and analyze behaviors and situations taking into account cultural differences, as well as the ability to build relationships that have reached a level of mutual understanding, contribute to the acquisition of international etiquette in different intercultural communication situations.

As can be seen from the above provisions, some intercultural skills are part of several competencies. This fact is explained by the component model of training, which provides the interdisciplinary basis for the formation of general cultural and professional competencies in higher education. This shows that in modern reality, all competencies are compatible with each other and confirm that they act as a whole. Therefore, a number of subjects in the teaching chain are aimed at the formation of each competence [Azimov 2009, p.48].

D.Ismayilova writes that the development of intercultural communicative competence in students, especially in students studying in non-linguistic higher education institutions, is a labor-intensive issue. This can be explained by the objective complexity of mastering the different national value system, the perception and evaluation of the professional environment formed in the culture of the mother tongue. This is where the complexity of mutual understanding leads to difficulties in intercultural communication. Thus, in order to have a full and complete intercultural dialogue, students must be prepared for the inevitable overlaps in the system of national values, be able to determine the optimal strategy for direct or indirect communication with professionals from different cultures [Ismailova 2011, p.69].

The formation of socio-cultural and intercultural competencies in students and trainees, the analysis of methodological work on the application of case methods on the types of conversational activities allow to reveal its main features and linguistic basis.

In modern methodology, a lot of research has been devoted to the study of the case-method in the context of communication in a foreign language. For example, M.V. Goncharov and E.A. Starodubseva consider it expedient to use the case method in professional communication training in a foreign language. According to them, "the result of the application of this method is not only knowledge, but also communicative skills applied in practice" [Goncharova 2004, p.95]. According to M.V. Goncharova, "the use of case-methods in professional communication training in a foreign language is aimed at developing students' desire to use a foreign language in practice, encouraging speech and thought activities, understanding foreign language by students as a means of social influence" [Goncharova 2004, p.96].

Research shows that the case method is gradually entering the field of linguodidactics. However, its potential has not yet been fully explored. For example, this method has not been sufficiently studied from the point of view of increasing the effectiveness of the formation of intercultural communicative competence in students. In addition, the intercultural aspect of case technology has been little studied in practice. First, students do not have the required level of intercultural communication competence. Second, there are no clearly defined parameters of this competence, its level of formation. Third, there is no scientifically based methodology for developing students' intercultural communicative competence based on the case method.

Linguistic features of the case method, as noted by P.V. Sysoyev, "the features that distinguish one concrete technology from another, are the leading, key indicators for linguistics, both theoretically and practically" [Sysoyev 2004, p. 14].

Cases usually consist of several parts: a description of a specific situation, case assignments, and auxiliary information for case analysis. Cases can be presented in multimedia or printed form, in the form of pictures, in the form of visual materials, tables and diagrams. B.E.Andryuseva writes that in the description of the case the problem should be either directly or indirectly difficulties, contradictions, secretly prepared tasks to be solved [Andyusev 2010, p. 61].

Thus, the problem in the case itself is not explicit and does not have an unambiguous solution, which requires students to develop their own criteria from a number of alternatives, and based on these tasks they must come to more appropriate decisions and then develop an algorithm for its implementation.

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Case material should allow students to apply their professional knowledge. In the course of its study, new vocabulary, idioms and syntactic structures in the text are acquired. In addition, the need to speak in English in front of group members forces students to compose and pronounce their statements logically. Professional knowledge and confidence not only allow the group to solve the problem in a positive way, but also act as an additional incentive to acquire communication skills in a foreign language. As noted by M.V. Goncharova, "testing the communicative skills in the course of the discussion allows each participant to identify their weaknesses and stimulates their desire to improve their knowledge of English and work on its use in conversation" [Goncharova 2004, p. 17].

For example, the linguistic features of cases can include the following features:

- Materials are presented to students with unresolved problems;
- Cases have a clear structure for discussion, consisting of a "Appendix" consisting of a problem situation, questions and tasks, as well as additional information;
- Groups from one student to several students can participate in the case methodology at the same time;
- Within the framework of the general problem, each student is assigned the task of solving a specific task;
- cases are based on real life situations or situations adapted to real situations;
- Multiple alternative decisions can be observed in them, etc.

It should be noted that the lack of a single solution in cases is a matter of principle. A characteristic feature of the optimal solution for cases is the following:

- Multilevel cases - it is possible to come across information materials for both bachelors, masters and students in cases intended for teaching;
- multimedia of cases, ie presentation of texts, videos, graphics, color images, audio files and information in a wide, colorful format. The use of multimedia resources in the educational process allows to get as close as possible to the linguistic and socio-cultural environment of the country where the language is studied, to get acquainted with the cultural diversity of the modern multicultural world. For example, a person's mental activity is observed differently in healthy and unborn people. There is a term in science called "idiot savants" [Fromkin 1993, p.451]. Some people, that is, people with high intelligence, are called that. This is because even though they are highly talented in any field, they are not able to shine in other fields. There are many such examples in history. Studies of children have shown that some children have the ability to communicate properly [Fromkin 1993, p.389].

No matter what activity a person performs, every action is performed through communication. Communication is the basis of all activities. Of course, all living things have the ability to communicate. Human communication is different from that of other living beings. Human communication is characterized by verbal, non-verbal, or linguistic and non-linguistic features. At present, communication through the Internet, which is the basis of modern human activity, is considered more realistic. One of the main means of Internet communication is the writing and transmission of text messages [Baraldi 2006, p.53]. Because of their time-saving nature, some people prefer to abbreviate words or letters. Sometimes we use numbers instead of letters as an easier means, or in the sense of not repeating two identical letters.

Short writing forms are now widely used in English as well as in other languages. It is true that research shows that in other languages, the use of short letters, letter combinations, numbers, etc. derived from English is widespread, but nevertheless, other, for example, Chinese, Japanese, Spanish, French, German, Portuguese and so on. modern, ie shorter and more meaningful forms of some written texts are found in languages.

CONCLUSION

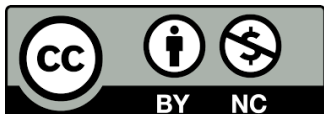
In the languages of the world, words can be found that are long. These variants are mainly observed in agglutinative languages, as these languages are known for their rich suffixes. Among the words used in everyday use in English, the ones observed in length are not so numerous. However, one out of every ten words used in Malayalam, one of the languages spoken in India, is a long word. In Inuit (Eskimo), one out of every fourteen words is long. Each of these languages has hundreds of suffixes. Abbreviations, for example, can be omitted during messages, but this is not the way out. The transmission of many words can lead to a loss of meaning. An increase in the use of abbreviations in messaging is already observed in many languages. As the culture of message writing develops in a specific language, new acronyms begin to emerge.

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