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**DEVELOPMENT OF SKILLS
IN BUSINESS COMMUNICATION BASED ON THE AUTHENTIC
AUDIOVISUAL MATERIAL WITHIN THE UNIVERSITY COURSE
OF «RUSSIAN AS A FOREIGN LANGUAGE»**

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Abstract

The article reveals the importance of business communication skills as an important element of professional communicative competence and its development for university students - future specialists. The role of authentic audiovisual materials in teaching the named aspect is highlighted. The article describes the methodology and analyses the results of an experimental implementation of a business communication course in teaching students of economic and noneconomic specialties.

Keywords: professional and communicative competence, Russian as a foreign language, business communication, audiovisual aids of teaching.

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**РАЗВИТИЕ НАВЫКОВ ДЕЛОВОЙ КОММУНИКАЦИИ НА ОСНОВЕ
АУТЕНТИЧНЫХ АУДИОВИЗУАЛЬНЫХ МАТЕРИАЛОВ В РАМКАХ
ВУЗОВСКОЙ ДИСЦИПЛИНЫ «РУССКИЙ ЯЗЫК КАК ИНОСТРАННЫЙ»**

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Foreigners who receive higher education in Russia, for the successful rehabilitation in educational and social spheres, to interact with a variety of administrative and social structures, as well as for the forthcoming work is required to have an advanced professional-communicative competence. An important component of the latter is the knowledge, skills and abilities required for the conduct of business communication, which means "the process of transmission and accurate reproduction of ideas, supported by a response that ensures the implementation of actions to achieve the objectives of the organization" [8, p. 3]. Modern world is characterized by the global economic interaction that encourages communicators to produce and perceive operating in this field

documents and information materials created not only by professionals in the field, but also by experts from other industries, as well as ordinary consumers, representing different ethnic cultures and having different levels of language, speech, socio-cultural competences [7, p. 382].

Under these conditions, possession of skills of business communication is particularly important for students of economics as "the goal of higher education in the field of economy is the formation of professional competence of an expert, which, along with subject knowledge and skills in management and organizational field implies communicative speech culture of a graduate" [5, from. 81], and "the ability to clearly express one's thoughts, to be sociable for each specialist is to secure both

professional and interpersonal equitable contact in collaboration with partners, to establish oneself as a person to achieve some progress" [6, p. 78]. For students of other specialties business communication skills are also important, and especially at the initial stage of training (1-2 year undergraduate), because in this period the foundation of educational and professional interactions in a foreign language is being set, including the field of economics, which is included in curricula and educational programs of the various training areas like a discipline of general humanitarian cycle / profile. In this context, the aspect training of business communication skills in the course of Russian as a Foreign Language (RFL) undoubtedly has importance for socio-professional formation of a specialist in economic and other areas.

Location and volume, content and structure of the named aspect in the training of foreign students of Russian language are in the research field of many trainers and teachers practitioners: T.E. Akishina, T.M. Balykhin, T.N. Bazvanovoy, A.V. Velichko, S.I. Elnikova, L.I. Eremina, I.F. Zhdanova, L.P. Klobukova, T.V. Kozlova I.V. Mikhalkin, M.A. Romanov, T.P. Skorikova and others. Many authors had their courses on business communication embodied in textbooks, for example: Akishina T.E., T.P. Skorikova "Business contacts: business course in Russian language" [1], T.M. Balykhin, S.I. Elnikova "Businessmen all over the world speak Russian". [2] It should be noted that the main feature of the textbooks on business communication skills development is their text orientation. Of course, this approach to foreign language teaching traditionally maintains a leading position; but under conditions of general informatization and the need to quickly and efficiently achieve goals mobilizing educational resources get actualized, and above all authentic audiovisual training means (AATM), marked with "high informativeness, rational representing of educational information, description of the studied phenomena in dynamic development, realistic display of reality "[3, p. 66], bright, figurative representation of events, ability to provide immersion in the culture of the target language media, its deeper and fuller understanding [10, p. 1741].

Among these tools feature films and cartoons are in most demand that appeal to both logical-discursive and figurative-emotional areas of students' cognitive activity and thereby increase their motivation in relation to the subject. Such technical possibilities of the named tools contribute to it. Such possibilities include creation of diverse image in scale and the object of frame focusing (they allow, for example, to concentrate on details that may go unnoticed in everyday life, or without special equipment), the use of special sound and visual effects, etc. [9, p. 242]. Given the recognized didactic value of these AATM

the authors of the article set up an educational and methodical complex on the aspect training of business communication using audio and video materials for its inclusion in the general system of university teaching Russian as foreign language. We will note that at this stage of the study the developed course is designed to implement this aspect at 1-2 courses (level of Russian as foreign language - B1, or the first certification).

To test effectiveness of the complex as well as the approach to teaching business communication with audiovisual accompaniment an experimental study was carried out.

The experiment was conducted during the fall semester of 2014-2015 academic year on the basis of VO FGBOU "Southwestern State University" (Kursk). It was attended by 25 foreign students of economics (1 course of 12 students and 13 students of 2nd year). In order to determine the possibility of adaptation laid in the foundation of the linguo-didactic model experiment were also 25 students of other disciplines (chemical, technological) in the same ratio (12 students of 1st year and 13 students of 2nd year) have been involved. Methodological feasibility of implementation of a system of skills of business communication training at an early high school stage is conditioned to have subject "Economics" included in the block of the overall humanitarian and socio-economic disciplines specified in the curriculum for directions and specialties of subjects training. It is also conditioned by the fact that during organization of education process of Russian as foreign language, in most cases, the students of different specialties are combined in a single group and study the same material. Experimental training was conducted under standard conditions of educational process: there was a two-hour class once a week (32 hours). As AATM fragments of feature films and television series "Do not be born beautiful", "Office Romance", "Office Romance. Our time ", "Father for Sophia ", "Peter the Perfect", "All for You", "Next-2", "Three half graces", "Queen of the Game", "There would be no happiness" were used.

Experiential teaching has traditionally included three stages that reflected the known methodological sequence: ante-experimental part, training itself and post-experimental part.

The aim of ante-experimental part was to determine the initial level of knowledge of business and professional language and also command of business communication skills. The check was conducted in a test survey way and consisted of three tasks. The tested person had a number assigned to him. It was chosen at random.

Table 1.

Results of pre-experimental cut in the group of students of economic specialties

Order number (№) of the tested student	Course	Total result, ball	Task 1, ball	Task 2, ball	Task 3, ball
1	2	24	12	8	4
2	2	37	16	16	5
3	2	38	22	12	4
4	2	34	16	14	4
5	1	40	23	12	5
6	2	24	10	10	4
7	2	36	13	18	5
8	1	24	7	14	3
9	1	23	3	17	3
10	1	33	14	14	5
11	1	17	4	9	4
12	2	30	17	11	2
13	1	22	8	10	4
14	1	32	15	12	5
15	1	32	12	17	3
16	1	23	7	12	4
17	1	21	4	15	2
18	1	21	7	13	1
19	2	19	6	9	4
20	2	30	12	13	5
21	2	22	11	10	1
22	2	33	19	10	4
23	2	27	6	18	3
24	2	23	4	15	4
25	1	25	5	16	4
Average result, ball		27,6	10,92	13	3,68
Average result, %		55,2	43,68	65	73,6

Table 2.

Results of pre-experimental cut in the group of students of non-economic specialties

Order number (№) of the tested student	Course	Total result, ball	Task 1, ball	Task 2, ball	Task 3, ball
1	2	33	23	10	0
2	2	28	16	12	0
3	2	34	15	15	4
4	2	15	3	9	3
5	2	26	6	15	5
6	2	28	5	19	4
7	1	23	8	12	3
8	1	23	6	12	5
9	1	17	7	5	5
10	1	25	11	11	3
11	2	33	14	14	5
12	2	27	8	15	4
13	1	27	9	13	5
14	1	20	11	7	2
15	2	26	6	15	5
16	2	30	14	12	4
17	1	15	5	10	0
18	1	21	11	9	1
19	2	28	12	12	4
20	1	18	10	8	0
21	1	18	11	7	0
22	2	32	10	17	5
23	1	23	9	9	5
24	2	19	8	6	5
25	1	22	8	10	4
Average result, ball		24,44	9,84	11,36	3,24
Average result, %		48,88	39,36	56,8	64,8

In the first task a list of 25 words related to the professional vocabulary (e.g. supplier, bankrupt, raw materials, business plan, etc.) was given, and the task of the students was to note the words that they know (for every word 1 point was assigned). The results showed that on average students-economists know 10.92 out of 25 offered words, that is 43.68% (see. Table 1), and students of non-economic specialties - 9.84, which is 39.36% and 4.32% less than the result of economics students (see. Table 2).

In the second task the students had to answer 10 phrases (for example: Let me introduce, this is my deputy Alexei Petrovich; Director is not there, you will have to wait a bit, let's discuss the details at business dinners, etc.). The maximum for each answer one could get 2 points; However, this assignment takes into account compliance with the rules and use the formulas of speech etiquette, so any violation while preserving the adequacy of response led to the withdrawal of 1 point. According to the results, the average score of students-economists was 13 out of 20, equal to 65% (see. Table 1), and students of other specialties - 11.36, i.e. 56.8%, the difference in the results - 8.2 % (see. Table 2).

The third task is to determine the genres of 5 documents based on the selection of the options (for each correct answer - 1 point). Students have coped quite well with this task, in which the average for the economics students was 3.68, i.e. 73.6% (see. Table 1), students of other specialties - 3.24, i.e. 64.8%. The difference in the results - 8.8%. The greatest difficulty in the classification caused such genres of business documents as characteristics, CV and receipt.

In general, having performed all the tasks, students can gain maximum 50 points. Results of pre-experimental cut showed that the overall average result of economics students was 27.6 points (55.2%), students of other specialties - 24.44 (48.88%). Thus, the results from economics students were higher than the corresponding figure of students of other specialties by 6.32%.

Experimental training was conducted in accordance with the recommendations developed in the textbook, methods and course directions that foresaw learning of 8 situational-communicative topics during the semester:

1. Business Communication. Features of communication.
2. Speech etiquette.
3. Portrait of business man.
4. Business conversation. Interview. CV.

5. Business telephone conversation.
6. Business negotiations. Business letter (formal).
7. Business negotiations. Receipt.
8. Business negotiations. Business Letter (semi-official).

It should be noted that the feature films and TV series that are used as AATM, show almost no acts of written communication between the characters, so that the application of such means as a kind of speech activity is poorly developed or not developed at all. Meanwhile, the ability to work with business papers is an important component of professional culture of a specialist, as business contacts, negotiations and agreements require documenting of administrative and legal relations between the partners [4, p. 17]. To eliminate the noted didactic gap in the content of each topic exercises to develop skills of written business communication were added that contain sample documents that correlate with subjects of video clips.

In order to determine the effectiveness of the proposed method at the end of the semester final testing of students (post-experimental section) was conducted. Tests based on thematic material of textbook included vocabulary and grammatical phenomena, mastered during the year; the level of complexity of tasks is significantly greater than those measured in ante-experimental cut. The final test was aimed at determining the degree of formation of professional communicative competence (PCC) of students in the field of business communication. 7 tasks allowed to get 100 points; for satisfactory assessment it was necessary to obtain at least 50 points. According to the results of the test levels of formation of PCC were distributed as follows:

Reproductive - the lowest level, which is limited to mere reproduction of knowledge using lexical and grammatical units available in the proposed didactic materials (50-69 points);

Adaptive - the level which involves transformation of knowledge within a new, but similar situation (70-84 points);

Productive - a level that provides for the use of new ways to apply the knowledge in any thematic situations (85-100 points).

The first three main tasks were created to check formation of lexical and grammatical skills. Task 1 (P1) was of the closed nature: 10 questions were asked with 3 variants of answers. One could get 1 point for correct answer. Examples:

Meaning of the word «respite» –	a) wages, money for work; b) the possibility of doing something at a later date; c) expansion of the area of influence, obtaining a higher positions at work.
Serious companies, _____ their reputation, carefully select employees.	a) being protected; б) used to protect; в) protecting;

In Task 2 (32) students had to fill in the gaps in 10 sentences using the listed first words and phrases, if necessary, changing their form. The correct solution gave 1.5 points: 1 point - for the correctness of the chosen phrase and 0.5 points - for the correct use of the form).

In Task 3 (33) it was necessary to put in the correct form the words from brackets, and in the last of the five points – to choose the right word for the restoration of the sentence. For each correct option 1 point was given.

Task 4 (34) and 5 (35) were aligned with the second and third tasks of ante-experimental cut. At the same time task 4 has been expanded and contained more than 15 phrases, which are required to be responded to. The evaluation criteria used were the same as earlier: 1 point - for the adequacy of the reaction and 1 point - for the lack of mistakes (lexical, grammatical, spelling, stylistic). In Task 5 (35) students received 1 point for each correct definition of the genre of the document from the five proposed.

Task 6 (36) was aimed at restoring missing details or their parts in a business letter (10 clauses with 1 point for each).

In Task 7 (37) students should submit a presentation of a company. The job they have carried out orally and in writing during the pilot training under the theme "Speech etiquette." The maximum

number of points - 25. The required volume of the prepared statements was 8-10 phrases; If less, a point was removed for every "missing" proposal. For the absence of the forming part (addressing/greeting such as "Dear ladies and gentlemen!" and the like) 5 points were removed, for communicatively significant errors in the design of phrases or sentences - 2 points, in the use of a word - 1 point; for minor communication errors (grammar, spelling, punctuation) 0.5 points were removed.

The results of each task execution presented in Tables 3 and 4 show that the average test result of all economics students was 84.98 points (same percentage). 12 students scored between 88.5 to 98 points, here we can speak about productive level of formation of their PCC; the remaining 13 students scored between 72.5 to 84.5 points, the adaptive level of PCC is shown. The average result of students of other specialties amounted to 79.28 points (percent), which is 5.7% below the average value of economics students. 9 students scored 85 to 94 points (productive level of formation of PCC), 13 students scored between 70.5 to 83 points (adaptive level of formation of PCC), 2 students scored between 61 and 67.5 points (reproductive level of formation of PCC), 1 student scored 45 points, which indicates a lack of development in his business communication skills.

Table 3

Results of post-experimental cut in the group of students of economic specialties

Order number (№) of the tested student	Cours e	Total result, ball	31, ball	32, ball	33, ball	34, ball	35, ball	36, ball	37, ball
1	2	83	10	13	5	21	5	8	21
2	2	91	10	15	4	28	5	9	20
3	2	95	10	15	5	26	5	9	25
4	2	84	10	14	4	24	5	7	20
5	1	98	10	15	5	29	5	10	24
6	2	90	10	14	5	25	5	8	23
7	2	90	10	15	5	26	5	7	22
8	1	75,5	9	12,5	4	20	3	9	18
9	1	72,5	10	14,5	4	17	3	8	16
10	1	78	7	15	2	18	5	8	23
11	1	76	10	14	4	18	5	9	16
12	2	85,5	7	14,5	2	26	5	7,5	23,5
13	1	88	8	15	5	27	5	9	19
14	1	80,5	9	8,5	3	22	5	8	25
15	1	81,5	9	12,5	3	25	2	10	20
16	1	77,5	7	11	3	21	4	9,5	22
17	1	88	9	14	4	26	3	10	22
18	1	81,5	9	14	2	23	4	9,5	20
19	2	76	10	12	2	16	4	9	23
20	2	88,5	10	11,5	4	25	5	10	23
21	2	82	10	14	5	18	5	9	21

22	2	84,5	8	13,5	3	22	5	9	24
23	2	95,5	10	14,5	5	27	5	9	25
24	2	90,5	10	14,5	4	25	3	10	24
25	1	92	10	14	4	28	5	10	21
Average result, ball		84,98	9,28	13,62	3,84	23,32	4,44	8,86	21,62
Average result, %		84,98	92,8	90,8	76,8	77,73	88,8	88,6	86,48

Table 4

Results of post-experimental cut in the group of students of noneconomic specialties

Order number (№) of the tested student	Cours e	Total result, ball	31, ball	32, ball	33, ball	34, ball	35, ball	36, ball	37, ball
1	2	91	8	15	5	27	5	9	22
2	2	91	9	14	3	28	5	9	23
3	2	86,5	9	12,5	4	23	5	9	24
4	2	45	3	4	0	14	3	6	15
5	2	79	10	8,5	3	19	5	9,5	24
6	2	83	10	13	4	25	4	8	19
7	1	70,5	10	13	1	18	3	9,5	16
8	1	87	10	9	3	20	15	9,5	20,5
9	1	72	9	13	3	21	5	5	16
10	1	82	10	14	3	23	5	7,5	19,5
11	2	85	10	14	4	23	5	9	20
12	2	94	10	14	5	28	5	9,5	22,5
13	1	89,5	9	13,5	3	25	5	10	24
14	1	89,5	10	13,5	4	26	5	9	22
15	2	83	9	12,5	4	21	5	9	22,5
16	2	85,5	10	12	3	27	3	9,5	21
17	1	67,5	9	8,5	1	16	5	9,5	18,5
18	1	61	9	8	1	16	5	8	14
19	2	80	10	12,5	2	20	5	9,5	21
20	1	72,5	8	12	1	19	5	7,5	20
21	1	74	7	13,5	3	17	5	7	21,5
22	2	75,5	10	14	4	17	3	8	19,5
23	1	75,5	10	14	4	16	3	8	20,5
24	2	82	9	10,5	4	21	5	10	22,5
25	1	80,5	10	8	2	24	5	8,5	23
Average result, ball		79,28	9,12	11,86	2,96	21,36	4,96	8,56	20,46
Average result, %		79,28	91,2	79,1	59,2	71,2	99,2	85,6	81,84

Analysis of the results of obtained cuts suggests a significant increase in indicators of formation of business communication skills in groups of testees: an average of 29.78% for economics students and 30.4% for students of non-economic specialties (see. Table. 3).

Table 5

Comparative analysis of the results of pre-experimental and post-experimental cuts in the group of students of economic specialties

Order number (№) of the tested student	Cou rse	Ante-experimental result, ball	Post-experimental result, ball	Ante-experimental result, %	Post-experimental result, %	Augmentati on, %
1	2	24	83	48	83	35
2	2	37	91	74	91	17
3	2	38	95	76	95	19
4	2	34	84	68	84	16
5	1	40	98	80	98	18
6	2	24	90	48	90	42
7	2	36	90	72	90	18

8	1	24	75,5	48	75,5	27,5
9	1	23	72,5	46	72,5	26,5
10	1	33	78	66	78	12
11	1	17	76	34	76	42
12	2	30	85,5	60	85,5	25,5
13	1	22	88	44	88	44
14	1	32	80,5	64	80,5	16,5
15	1	32	81,5	64	81,5	17,5
16	1	23	77,5	46	77,5	31,5
17	1	21	88	42	88	46
18	1	21	81,5	42	81,5	39,5
19	2	19	76	38	76	38
20	2	30	88,5	60	88,5	28,5
21	2	22	82	44	82	38
22	2	33	84,5	66	84,5	18,5
23	2	27	95,5	54	95,5	41,5
24	2	23	90,5	46	90,5	44,5
25	1	25	92	50	92	42
Average result		27,6	84,98	55,2	84,98	29,78

Table 6

Comparative analysis of the results of pre-experimental and post-experimental cuts in the group of students of noneconomic specialties

Order number (№) of the tested student	Course	Ante-experimental result, ball	Post-experimental result, ball	Ante-experimental result, %	Post-experimental result, %	Augmentation, %
1	2	33	91	66	91	25
2	2	28	91	56	91	35
3	2	34	86,5	68	86,5	18,5
4	2	15	45	30	45	15
5	2	26	79	52	79	27
6	2	28	83	56	83	27
7	1	23	70,5	46	70,5	24,5
8	1	23	87	46	87	41
9	1	17	72	34	72	38
10	1	25	82	50	82	32
11	2	33	85	66	85	19
12	2	27	94	54	94	40
13	1	27	89,5	54	89,5	35,5
14	1	20	89,5	40	89,5	49,5
15	2	26	83	52	83	31
16	2	30	85,5	60	85,5	25,5
17	1	15	67,5	30	67,5	37,5
18	1	21	61	42	61	19
19	2	28	80	56	80	24
20	1	18	72,5	36	72,5	36,5
21	1	18	74	36	74	38
22	2	32	75,5	64	75,5	11,5
23	1	23	75,5	46	75,5	29,5
24	2	19	82	38	82	44
25	1	22	80,5	44	80,5	36,5
Average result		24,44	79,28	48,88	79,28	30,4

Thus, experimental research has confirmed the effectiveness of a technique of training of students of 1-2 courses of business communication within the framework of discipline of Russian as a Foreign Language based on the integration of language teaching and the specialty and using topical AATM selected on the basis of criteria of situational, thematic, lexical and grammatical significance for formation of communicative personality of a specialist. The presented method has a positive effect on the motivation to learn language, and the use of rich and cultural potential of the above training tools extends the range and significantly increases the level of professional communicative competence of students. We would like to note that this study that reflected the initial stage of the implementation of the chosen method into the general system of training of Russian as Foreign Language in higher education, provides for the continuation of pedagogical research and its expansion to all educational stages, where for the development of skills of business communication it will be methodically logical to attract not only feature, but also documentary films, news reports and other thematically relevant video materials as authentic AATM, representing the current for the given sphere speech and behavioral situations in the cultural context that familiarize future specialists with the realities of the Russian-speaking professional and business communication.

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