

PRINCIPLES AND METHODOLOGICAL TECHNIQUES OF PROFESSIONALLY ORIENTED TEACHING OF ENGLISH

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Abstract: Professionally oriented foreign language (POFL) teaching is crucial for globalized professionals. This article emphasizes the necessity of pedagogical principles for effective POFL instruction. Understanding these principles enables educators to design relevant curricula and equip learners with necessary skills. Neglecting these principles leads to ineffective training, failing to prepare learners for real-world professional communication challenges. The authors also consider various methodological techniques for professionally oriented teaching of English, highlighting role-playing and case studies as the most effective teaching techniques. The article provides examples of tasks for role-playing games and case studies for students studying in the management field. It is noted that by incorporating a mix of these methodological techniques into professionally oriented training programs, trainers can create engaging, effective, and impactful learning experiences that cater to different learning styles and preferences.

Introduction

One of the trending directions in teaching a foreign language today is professionally oriented training. It focuses on developing language skills that are relevant to specific professions or industries. This type of training helps individuals communicate effectively in professional settings, such as meetings, presentations, negotiations, and written correspondence. It also includes specialized vocabulary and terminology related to the field of work [1].

Professionally oriented foreign language teaching is paramount for developing practical communicative competence in today's globalized world.

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By adhering to principles that prioritize real-world application, particularly through the communicative method, educators can significantly enhance the effectiveness of POFL programs. This approach ensures that training is relevant, engaging, and directly applicable to learners' professional contexts, fostering both linguistic proficiency and professional confidence [2].

Professional English training can be tailored to the specific needs of individuals or groups and may include role-playing exercises, case studies, and real-world simulations to enhance practical skills [3].

This kind of training is highly relevant and beneficial for individuals in various ways. It can

- *improve communication skills* (Professional English training helps individuals communicate more effectively and confidently in professional settings. This includes speaking clearly, writing professionally, and understanding the nuances of communication in a professional context);

- *expand career opportunities* (Developing strong language skills through professional training can open up new career opportunities and advancement prospects. Employers often value employees who can communicate effectively in English, especially in global industries);

- *provide industry-specific knowledge* (Professional English training focuses on industry-specific vocabulary and terminology, helping individuals better understand and discuss topics relevant to their field of work. This knowledge can enhance credibility and effectiveness in professional interactions);

- *increase confidence* (As individuals improve their language skills through professional training, they gain confidence in their ability to communicate effectively in various professional situations. This confidence can lead to better performance and success in their careers) [3, 4].

Pedagogical principles of professionally oriented foreign language teaching

The integration of foreign language proficiency with specific professional disciplines has become increasingly critical in today's globalized workforce. Professionals in virtually every field are now expected to communicate effectively across linguistic and cultural boundaries. Therefore, effective professionally oriented foreign language (**POFL**) teaching necessitates a pedagogical approach grounded in well-defined principles. Simply teaching general language skills is insufficient; learners require targeted instruction that directly addresses the linguistic demands and communicative contexts of their chosen profession. A comprehensive understanding of these guiding principles is paramount for educators to design and implement impactful curricula, select appropriate materials, and employ effective teaching strategies that will equip learners with the necessary language skills to succeed in their professional lives. Without a firm grasp on these foundational principles, POFL teaching risks becoming diluted, irrelevant, and ultimately, ineffective in preparing learners for the real-world challenges they will face [5]. The following basic principles of professionally oriented teaching of a foreign language are identified:

- *Needs Assessment* (Before designing a training program, it is essential to conduct a thorough needs assessment to identify the specific skills and knowledge gaps that need to be addressed. This helps ensure that the training is relevant and tailored to the needs of the participants.);

- *Clear Learning Objectives* (Training programs should have clear and specific learning objectives that outline what participants are expected to learn and achieve by the end of the training. These objectives help guide the design and delivery of the training.);

- *Practical and Hands-On Learning* (Professionally oriented training should provide opportunities for participants to apply their learning in practical, real-world scenarios. Hands-on activities, case studies, simulations, and role-plays can help reinforce learning and enhance skill development.);

- *Interactive and Engaging Delivery* (Training programs should be interactive and engaging to keep participants motivated and actively involved in the learning process. Interactive activities, group discussions, quizzes, and multimedia resources can help make the training more dynamic and effective.);

- *Feedback and Assessment* (Regular feedback and assessment are essential components of professionally oriented training. Participants should receive constructive feedback on their progress and performance to help them track their development and identify areas for improvement.);

- *Continuous Improvement* (Professionally oriented training should be a continuous process that evolves based on feedback, evaluation, and changing industry trends. Training programs should be regularly reviewed and updated to ensure they remain relevant and effective.);

- *Application to the Workplace* (The ultimate goal of professionally oriented training is to equip participants with the skills and knowledge they need to excel in their professional roles. Training programs should focus on practical applications and provide participants with tools and strategies they can use in their day-to-day work.) [3, 6]

By following these basic principles, professionally oriented training programs can effectively enhance participants' skills, knowledge, and competencies, ultimately contributing to their success in their chosen profession or industry.

Methodological techniques

There are several methodological techniques commonly used in professionally oriented training of foreign language to enhance learning and skill development. Some of the basic methodological techniques include:

- *Lecture-Based Training* (This traditional method involves an instructor presenting information to participants in a structured format. Lectures can be supplemented with visual aids, handouts, and multimedia resources to enhance understanding);

- *Interactive Workshops* (Workshops provide a hands-on learning experience where participants actively engage in activities, discussions, and group exercises related to the training topic. Workshops encourage collaboration, problem-solving, and practical application of knowledge);

- *Case Studies* (Case studies present real-world scenarios or problems for participants to analyze, discuss, and solve. Case studies help participants apply theoretical concepts to practical situations and develop critical thinking and decision-making skills);

- *Role-Playing* (Role-playing involves participants taking on specific roles or characters to simulate workplace interactions, scenarios, or challenges. Role-playing helps participants practice communication, conflict resolution, and problem-solving skills in a safe and controlled environment.);

- *Simulations* (Simulations replicate real-life situations or processes to allow participants to practice skills and decision-making in a realistic setting. Simulations can be computer-based, virtual reality-based, or conducted in person to enhance experiential learning);

- *Group Projects* (Group projects involve participants working together on a collaborative project or task related to the training topic. Group projects promote teamwork, communication, and problem-solving skills while providing opportunities for peer learning and knowledge sharing);

- *On-the-Job Training* (On-the-job training involves learning while performing tasks or responsibilities in the actual work environment. This hands-on approach allows participants to apply newly acquired knowledge and skills immediately and receive feedback from supervisors or mentors);

- *E-Learning* (E-learning utilizes digital technology and online platforms to deliver training content, assessments, and interactive activities. E-learning offers flexibility, accessibility, and self-paced learning options for participants to engage with training materials anytime, anywhere).

By incorporating a mix of these methodological techniques into professionally oriented training programs, trainers can create engaging, effective, and impactful learning experiences that cater to different learning styles and preferences [4, 7].

Role-playing games and case studies

The most widely used methodological techniques for professionally oriented teaching of a foreign language area role-playing game and a case study.

Role-playing games and case studies are both valuable instructional tools used in training and educational settings, but they differ in terms of format, structure, and objectives. Here are some key differences between role-playing games and case studies:

1. Format and Structure:

Role-playing games involve participants taking on specific roles or characters within a simulated scenario. Participants interact with each other and make decisions based on the roles they are assigned, often leading to dynamic and unpredictable outcomes.

Case studies, on the other hand, present real or fictional scenarios that require analysis, evaluation, and decision-making based on the information provided. Participants typically work individually or in groups to analyze the case study and propose solutions or recommendations.

2. Interactivity:

Role-playing games are highly interactive and require active participation from all participants. They involve live interactions, dialogue, negotiation, and decision-making in real-time.

Case studies are more passive in nature, with participants primarily engaging in analysis and discussion based on the information presented in the case study. While discussions and debates may occur, the level of interactivity is generally lower compared to role-playing games.

3. Objectives:

Role-playing games are often used to develop skills such as communication, problem-solving, teamwork, and conflict resolution through experiential learning. The focus is on immersing participants in realistic scenarios to practice skills in a dynamic and engaging way.

Case studies are typically used to analyze complex situations, apply theoretical knowledge to practical contexts, and develop critical thinking and decision-making skills. The focus is on understanding the factors influencing a particular situation and proposing solutions based on analysis and evaluation.

4. Outcome:

Role-playing games often result in immediate feedback, reflection, and debriefing sessions where participants can discuss their experiences, decisions, and outcomes. The emphasis is on learning through experience and reflection.

Case studies usually lead to group discussions, presentations, or written reports where participants analyze the case study, identify key issues, and propose recommendations or solutions. The emphasis is on applying analytical skills to understand complex situations.

To sum up all the comparisons, we can say that role-playing games emphasize experiential learning, active participation, and skill development through immersive scenarios, while case studies focus on analysis, critical thinking, and decision-making based on real or fictional situations. Both approaches have unique benefits and can be effective tools for enhancing learning outcomes in professional training and education.

Benefits and examples of role-playing games

Using role-playing games in professionally oriented training can offer several benefits:

1. Role-playing games provide participants with hands-on, immersive experiences that simulate real-world situations. This allows them to apply theoretical knowledge in a practical context and gain valuable insights into the complexities of professional scenarios.

2. Role-playing games can help participants develop a wide range of skills, including communication, problem-solving, decision-making, negotiation, leadership, and conflict resolution. By actively engaging in role-playing scenarios, participants can practice and refine these skills in a safe and supportive environment.

3. Role-playing games can evoke emotional responses from participants, making the learning experience more engaging and memorable. By experiencing the challenges, conflicts, and dilemmas faced by characters in the role-playing scenarios, participants can develop empathy, perspective-taking, and emotional intelligence [3, 8].

4. Role-playing games often require participants to work together in teams to achieve common goals or solve complex problems. This promotes

collaboration, communication, and teamwork skills, as participants must coordinate their efforts, share information, and make decisions collectively.

5. Role-playing games encourage participants to think creatively, explore alternative perspectives, and generate innovative solutions to challenges. By stepping into different roles and considering different viewpoints, participants can expand their thinking and develop new approaches to problem-solving.

6. Role-playing games provide opportunities for participants to receive feedback from facilitators or peers on their performance, decisions, and interactions during the game. This feedback can help participants reflect on their strengths and areas for improvement, leading to enhanced self-awareness and personal growth [3, 9].

7. Role-playing games allow participants to apply their knowledge and skills in realistic scenarios, helping them bridge the gap between theory and practice. By actively engaging in role-playing activities, participants can deepen their understanding of key concepts and principles relevant to their professional field.

Overall, using role-playing games in professionally oriented training can be a highly effective and engaging method for developing essential skills, fostering collaboration, promoting creativity, and enhancing learning outcomes. By incorporating role-playing activities into training programs, educators can create dynamic and interactive learning experiences that prepare participants for the challenges of the workplace.

As an example, a following role-playing game for management students on the topic “A job interview” can be considered:

Scenario 1: *A job interview for a customer service position at an international company.*

Roles:

1. Interviewer (Trainer or another participant).
2. Interviewee (Participant being evaluated).

Instructions:

1. The interviewer will prepare a list of interview questions related to customer service skills, communication abilities, problem-solving, and teamwork.
2. The interviewee will research the company and the position, prepare responses to common interview questions, and dress appropriately for the role-play.
3. The role-playing session will begin with the interviewer welcoming the interviewee and initiating the interview process.
4. The interviewee will respond to the questions, demonstrate active listening, ask clarifying questions, and provide relevant examples from their experience.
5. The interviewer will provide feedback on the interviewee's responses, body language, tone of voice, and overall performance during the role-play.
6. After the role-playing session, participants can switch roles and repeat the activity to practice both interviewing and being interviewed.

Here's another example of how a role-playing game could be used in a management education setting:

Scenario 2: *A crisis management simulation for a team of managers in a multinational corporation facing a major business challenge.*

Roles:

1. CEO (Instructor or designated participant).
2. Department Heads (Students representing different functional areas such as marketing, finance, operations, HR).
3. Crisis Management Team (Students tasked with addressing the crisis).
4. Stakeholders (Students representing investors, customers, employees).

Instructions:

1. The instructor will create a detailed scenario involving a crisis situation (e.g., product recall, financial scandal, natural disaster) that requires immediate action and strategic decision-making.
2. Each student will be assigned a role and provided with background information on their responsibilities, goals, and constraints.
3. The role-playing game will unfold in real-time, with the crisis evolving and new challenges emerging as the team makes decisions and takes actions.
4. Participants will collaborate, communicate, analyze information, develop strategies, and implement solutions to address the crisis.
5. The instructor will act as a facilitator, guiding the simulation, introducing new elements, and providing feedback on the team's performance.
6. After the simulation, a debriefing session will allow students to reflect on their experiences, discuss lessons learned, and identify areas for improvement.

Thus, by incorporating role-playing activities like this into English language training programs, participants can enhance their language proficiency, communication skills, and cultural awareness while gaining practical experience in real-world scenarios commonly encountered in professional environments.

Benefits and examples of Case Studies

The case study technique is also a valuable tool in professionally oriented training for several reasons:

1. Case studies present students with authentic, complex business situations that mirror the challenges they may encounter in their future careers. This helps bridge the gap between theoretical concepts and practical application, making learning more relevant and engaging.
2. Analyzing and discussing case studies requires students to think critically, evaluate multiple perspectives, and develop creative solutions to complex problems. This helps build their problem-solving skills and prepares them for the uncertainties of the professional world.
3. Case studies often present ambiguous or incomplete information, forcing students to make decisions in uncertain conditions. This helps students develop the ability to weigh risks, consider trade-offs, and make informed decisions based on available information.

4. The case study technique allows students to apply theoretical concepts learned in the classroom to real-world scenarios. This helps reinforce their understanding of key principles and theories while demonstrating how these concepts are applied in practice.

5. Many case studies are designed for group discussion and analysis, encouraging students to work together, share ideas, and collaborate on finding solutions. This fosters teamwork skills, communication abilities, and the capacity to work effectively in diverse teams.

6. Case studies often include ethical dilemmas or challenges, prompting students to consider the ethical implications of their decisions and actions. This helps develop students' ethical reasoning, moral judgment, and integrity as future professionals.

7. Case studies can be used to simulate real-world scenarios that require students to develop practical skills such as communication, negotiation, leadership, and project management. This hands-on experience helps students build a repertoire of skills that are essential for success in their professional careers [9].

Overall, the case study technique is a powerful tool for enhancing professionally oriented training by providing students with practical, relevant, and engaging learning experiences that prepare them for the complexities of the business world. By incorporating case studies into their curriculum, educators can help students develop critical thinking, problem-solving, decision-making, and ethical reasoning skills that are essential for success in their future careers.

Here are two examples of case studies for management students:

Case Study 1: *The Dilemma of Ethical Leadership*

Scenario: A manager at a multinational corporation discovers that one of the company's suppliers is engaging in unethical labor practices, including child labor and unsafe working conditions. The manager must decide whether to report the supplier's actions to senior management, risking potential repercussions for the company's bottom line and reputation, or to turn a blind eye to maintain business relationships and profitability.

Learning Objectives:

- Ethical decision-making in business;
- Leadership responsibilities and accountability;
- Balancing ethical considerations with business interests;
- Stakeholder management and corporate social responsibility.

Discussion Questions:

1. What ethical principles should guide the manager's decision in this situation?
2. How can the manager effectively communicate concerns about the supplier's practices to senior management?
3. What are the potential risks and benefits of taking action against the supplier?
4. How can the company uphold its values and reputation while maintaining business relationships?
5. What steps can the manager take to address the ethical dilemmas and prevent similar situations in the future?

Case Study 2: Crisis Management in the Digital Age

Scenario: A popular retail company faces a social media backlash after a customer posts a video showing a defective product and criticizing the company's customer service. The negative publicity spreads rapidly online, causing a significant drop in sales and damaging the company's brand image. The management team must respond quickly and effectively to address the crisis, restore customer trust, and mitigate the impact on the business.

Learning Objectives:

- Crisis communication and reputation management;
- Social media strategy and online brand management;
- Customer relationship management and service recovery;
- Strategic decision-making under pressure.

Discussion Questions:

1. How should the company respond to the social media backlash in a timely and authentic manner?
2. What communication channels and strategies can be used to address customer concerns and manage the crisis effectively?
3. How can the management team coordinate efforts across different departments to respond to the crisis?
4. What steps can the company take to rebuild trust with customers and regain market confidence?
5. How can the company leverage digital tools and platforms to monitor, analyze, and respond to online feedback and reputation threats?

These case studies provide management students with practical examples of complex business challenges and opportunities to analyze, discuss, and develop strategies for addressing them effectively. By engaging in discussions, role-playing exercises, and group activities based on these case studies, students can enhance their critical thinking, problem-solving, and decision-making skills while gaining insights into real-world management practices.

Conclusion

In conclusion, professionally oriented foreign language teaching is a vital component of modern professional development. By adhering to the principles outlined – thorough needs assessment, clearly defined learning objectives, and a focus on practical, hands-on learning – educators can significantly enhance the effectiveness of their POFL programs. These principles ensure that the training is not only relevant and engaging but also directly applicable to the learners' professional contexts, fostering both linguistic competence and professional confidence.

The benefits of well-designed and implemented POFL training extend beyond individual learners. Organizations that invest in such training for their employees stand to gain a competitive advantage in the global marketplace. Improved communication skills lead to enhanced collaboration, stronger client relationships, and increased efficiency in international operations. Furthermore, a workforce proficient in a foreign language can better access and utilize global resources, fostering innovation and growth.

However, the success of POFL teaching hinges not only on adhering to these fundamental principles but also on continuous adaptation and

improvement. Educators must remain attuned to the evolving needs of the professional landscape and the advancements in language teaching methodologies. Regular evaluation of training programs, feedback from learners, and ongoing professional development for instructors are essential for maintaining the relevance and effectiveness of POFL instruction.

Ultimately, the goal of POFL teaching is to empower individuals to communicate confidently and effectively in their professional lives, regardless of linguistic or cultural barriers. By embracing a principled approach to curriculum design, instructional delivery, and assessment, educators can equip learners with the tools they need to thrive in an increasingly interconnected world, contributing to both their personal success and the overall competitiveness of their organizations.

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Принципы и методические приемы профессионально-ориентированного обучения английскому языку

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Ключевые слова: методические приемы; педагогические принципы; профессионально ориентированное обучение иностранному языку; ролевые игры; тематические задания.

Аннотация: Профессионально ориентированное обучение иностранному языку имеет решающее значение для глобального профессионального мира сегодня. Показана необходимость понимания педагогических принципов для эффективного обучения профессионально ориентированному обучению иностранному языку. Рассмотрены различные методические приемы профессионально ориентированного обучения английскому языку, выделяя ролевые игры и тематические задания как наиболее эффективные методы обучения. Приведены примеры разработанных ролевых игр и тематических заданий для студентов, обучающихся в области менеджмента. Отмечено, что включение сочетания этих методических приемов в профессионально ориентированные программы обучения может помочь преподавателям в создании увлекательных, эффективных и результативных учебных процессов, которые соответствуют различным стилям обучения и предпочтениям.

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