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ФЕДОРОВА Анна Владимировна,
старший преподаватель
Московского государственного института
международных отношений (университет)
МИД России (МГИМО),
Москва, Россия,
e-mail: a.fedorova@my.mgimo.ru

РАЗВИТИЕ У СТУДЕНТОВ ВУЗОВ НАВЫКОВ ОБЩЕНИЯ ПОСРЕДСТВОМ LINGUA FRANCA В КОНТЕКСТЕ БУДУЩЕЙ ПРОФЕССИОНАЛЬНОЙ ДЕЯТЕЛЬНОСТИ

Аннотация. Цель данного исследования заключается в выявлении педагогических условий, необходимых для обучения иностранному языку в высшем учебном заведении в качестве *lingua franca* (языка-посредника) с целью успешного решения задач профессиональной деятельности. В статье сформулирована цель иноязычной подготовки, предложено определение понятия *lingua franca* (языка-посредника) с учётом требований образовательного процесса, рассмотрены его особенности и определены педагогические условия обучения иностранному языку как *lingua franca* (языку-посреднику) в вузе.

Научная новизна работы состоит в разработке педагогических условий для обучения международному английскому языку как языку-посреднику в рамках профессионально ориентированной иноязычной подготовки студентов. Результаты исследования показывают, что освоение языка-посредника способствует формированию межкультурной языковой личности, ориентированной на профессиональную деятельность. К числу педагогических условий, способствующих развитию такого типа языковой личности, относятся: подбор языковых средств международного английского, соответствующих будущей профессиональной сфере; организация практических занятий в формате групповой работы для решения исследовательских задач; а также разработка самостоятельных заданий с учётом индивидуальных особенностей обучающихся и их потребностей в иноязычной речевой деятельности.

Ключевые слова: *lingua franca*, язык-посредник; глобальный английский язык; межкультурная профессиональная коммуникация; педагогические условия иноязычной подготовки в вузе.

FEDOROVA Anna Vladimirovna
Senior Lecturer,
Moscow State Institute of International Relations (University) of
the Ministry of Foreign Affairs of the Russian Federation,
Moscow, Russia

DEVELOPMENT OF UNIVERSITY STUDENTS COMMUNICATION SKILLS THROUGH A LINGUA FRANCA IN THE CONTEXT OF THEIR FUTURE PROFESSIONAL ACTIVITIES

Annotation. This study aims to identify the pedagogical conditions necessary for teaching a foreign language as a *lingua franca* in higher education institutions to successfully address professional tasks. The article formulates the goal of foreign language training, offers a definition of the concept of *lingua franca* considering the requirements of the educational process, examines its characteristics, and determines the pedagogical conditions for teaching a foreign language as a *lingua franca* in a university.

The scientific novelty of this work lies in the development of pedagogical conditions for teaching international English as a *lingua franca* within the framework of professionally oriented foreign

language training for students. The research results demonstrate that mastering a lingua franca contributes to the formation of an intercultural linguistic personality focused on professional activities. The pedagogical conditions that facilitate the development of this type of linguistic personality include: selecting linguistic resources of international English relevant to the students future professional fields; organizing practical sessions in the form of group work to address research tasks; and designing independent assignments that take into account the individual characteristics of learners and their needs in foreign language communicative activities.

Key words: *lingua franca, global English, intercultural professional communication, pedagogical conditions for foreign language training at university.*

Introduction

The significance of this research stems from contemporary directions in the development of pedagogical systems for professional student education that emphasize practical application. This is manifested in the alignment of all university courses with the objectives of professional training, focusing on cultivating knowledge, skills, abilities, and competencies in accordance with the federal state educational standards and professional regulations [16]. These standards embody the expectations of the government, the professional community, and the individual graduate concerning professional preparation, considering current socio-economic and technological conditions of the workforce [3].

Foreign language education at universities aims to develop students' proficiency to a level that enables them to effectively use the language for professional tasks. In today's context, graduates actively participate in international companies and projects, collaborating with partners from India, China, African countries, and other regions. International English serves as the lingua franca for intercultural professional communication. Therefore, preparing students to use this intermediary language in addressing professional matters becomes a key objective of foreign language education at all levels of higher education.

Thus, the modernization of the content and methods of foreign language teaching in contemporary conditions, aimed at preparing university graduates for professional activities in collaboration with international partners, represents a relevant and in-demand challenge in the methodology of professional education and the practice of higher education.

Research objectives are as follows:

to analyze the process of foreign language instruction as a lingua franca for addressing professional tasks in a non-language university, using international English as a case study;

to identify the pedagogical conditions that facilitate the achievement of educational goals in foreign language training, taking into account the specific features of teaching a lingua franca in a non-language university.

The theoretical foundation of the study comprises concepts of professionally oriented foreign language instruction at universities [1; 8; 9; 17], as well

as works by foreign researchers in the field of English for Specific Purposes (ESP) [21]. Of considerable importance for the research are the theory of linguistic personality [2; 6; 15] and the intercultural approach concept [4; 12; 18].

To identify the characteristics of international English as a lingua franca, methods of theoretical analysis of scholarly sources dedicated to the sociolinguistic aspects of English language globalization are employed [11; 25; 27]. Additionally, methods of comparison and synthesis of accumulated theoretical and practical experience in professionally oriented foreign language instruction are applied. In the empirical part of the study, observation, interviews conducted during the organization of practical classes, as well as planning and management of students' independent work are utilized.

The practical significance of this study lies in the applicability of the identified pedagogical conditions for teaching a foreign language as a lingua franca to address professional tasks. This includes the selection of curriculum content focused on professional objectives and the implementation of strategies for solving communicative challenges. Moreover, the research findings can be utilized in organizing the educational process to provide students with experience in interpersonal interaction using the lingua franca, while acknowledging and respecting differences in perspectives, beliefs, religious views, and cultural values.

Discussion and Results

In international communication, where speakers of different languages interact, International English is used as the medium of communication. Currently, International English is widely employed in documentation, technical and scientific literature, contemporary global culture, and internet communications. As a lingua franca among people from different countries for whom English is a foreign language, it facilitates mutual understanding while preserving the national identity of the participants [19]. Communication in such a language eases specialists' interaction and the resolution of diverse communicative tasks.

According to Z. G. Proshina, the concept of a lingua franca emerged during the transition from the

20th to the 21st century and differs from the theory of English language varieties, which divides linguistic variants into three circles: the inner circle (national and regional varieties where English is the native language), the expanding outer circle (regional and local varieties in which the language performs limited functions, primarily in intercultural communication and education), and the outermost circle (regional and local varieties where English serves as a second official language and fulfills administrative, interpersonal, and other functions) [11]. The key distinction of the lingua franca concept lies in its emphasis on the “transnational mediating role” of the English language. In this approach, the lingua franca is understood as a means of communication between interlocutors with different native languages [24], encompassing interactions among both native and non-native English speakers, as well as representatives of diverse cultures and national language variants [7].

Key features of the lingua franca include:

- use in an intercultural context;
- orientation towards globality;
- formation and functioning as a result of interaction and mutual understanding among representatives of different countries [22];
- reduction of the role of “linguocultural material,” which encompasses knowledge of the geography, culture, and specific characteristics of individual countries;
- dynamism and instability of communicative situations; flexibility, dynamism, and variability of linguistic means [23].

Researchers note that contemporary International English exhibits a stronger influence from the American variety of the language—pronunciation, grammatical aspects, and spelling generally conform to American linguistic norms [19; 20]. Several allowances are made in its usage, including:

- omission of the -s ending in third-person singular present tense verbs;
- substitution of relative pronouns who (used with animate nouns) and which (used with inanimate nouns);
- omission of definite and indefinite articles where they are normally required;
- use of redundant prepositions, etc.

It is emphasized that the grammatical errors mentioned do not hinder “effective communication,” whereas communication difficulties arise due to insufficient vocabulary, weak paraphrasing skills, and “one-sided idiomaticity” – the lack of knowledge of metaphors, idioms, and phrasal verbs used by one participant in the conversation but remaining incomprehensible to the other [19].

It is important to emphasize that knowledge of foreign language grammar is indisputable, as without

mastery of the language system it is impossible to formulate and understand utterances. Thus, student instruction should include grammar necessary for professional communication, as well as vocabulary, particularly an expanded range of phrasal verbs and idioms.

Based on research findings in the field of teaching International English, experts and practitioners emphasize the importance of mastering communicative strategies, skills for resolving misunderstandings, as well as awareness of differences among interlocutors in religious and cultural views, beliefs, and other aspects [11]. This assertion aligns with the principles of the communicative approach adopted in domestic foreign language teaching methodology at universities, which presupposes the necessity of training students in communicative strategies within contexts as close as possible to real-life situations they are likely to encounter in their professional activities.

Given the necessity of learning a foreign language for communication with international partners, the term “lingua franca” is understood as a means of intercultural interaction among representatives of different countries, native speakers of various languages and cultures, for whom this language is not native and is studied intentionally. Teaching English as a lingua franca involves learners mastering a special non-localized variety of English, characterized by global dissemination and minimal variation, which enables communication with speakers of a wide range of accents [26].

Therefore, learning English for use in international communication requires mastering the language system, including grammatical constructions, expanding vocabulary, as well as knowledge of idioms and phrasal verbs necessary for producing and understanding complex speech forms; proficiency in communicative strategies and tactics; and the development of the ability to interact effectively while recognizing and embracing the differences of the interlocutor.

The ability to interact with representatives of diverse identities—cultural, religious, professional, age-related, and others—is developed based on an intercultural approach that affirms the equality of cultures and ensures a full-fledged dialogue [7]. According to this approach, foreign language teaching places special emphasis on interaction skills within diverse groups (by age, gender, nationality, religion, profession, etc.), as well as on attitudes, knowledge, and abilities necessary for communication across differences—including respectful treatment of each individual regardless of their beliefs and cultural characteristics. An important component of such education is fostering the development of understanding, tolerance, and respect through the acceptance of interloc-

utors' differences. The need to develop foreign language speech skills and to cultivate personal qualities that enable performing speech acts, creating, and perceiving speech works—which simultaneously serve as indicators of foreign language proficiency—leads to the conclusion about the significance of forming a new type of linguistic personality.

Considering the necessity of using a lingua franca in the professional sphere within the context of intercultural communication, the goal of foreign language training at the university can be defined as the formation of a professionally oriented intercultural linguistic personality [13]. The structure of such a linguistic personality is based on the identification of foreign language competencies [10], which ensure the development of key components of this personality type and correspond to the requirements of federal state educational standards built on a competency-based approach.

The essential competencies of a professionally oriented intercultural linguistic personality include foreign language skills and knowledge manifested in the context of the students' future professional activities:

- Linguistic competence — knowledge of the “forms of speech production” and their meanings [23], that is, mastery of the lexical meanings of words and their morphology;
- Grammatical competence — understanding of the language system and the ability to apply grammatical structures in speech;
- Intercultural competence — the ability to interact with foreign partners, taking into account differences in cultural, religious, personal views and beliefs; overcoming cultural barriers and conflicts based on knowledge of culture as a social construct; as well as awareness of the existence of stereotypes and their negative impact on interpersonal communication;
- Pragmatic competence — the ability to construct utterances with various communicative functions, create and understand different genres, assess their factual value, independently initiate, maintain, and conclude communication; the use of communicative strategies aimed at “achieving mutual adjustment” through adaptive processes (e.g., speech redundancy, regularization, intensification of expression, explication, corrections, paraphrasing, repetition, discussion of meanings [23]); that is, mastery of knowledge and skills in producing utterances of various genres according to communicative tasks and the use of different strategies in generating and understanding oral and written foreign language speech;
- Discursive competence — the ability to organize linguistic material into coherent text and comprehend its meaning, including knowledge,

skills, and mastery of text structuring methods, the use of introductory phrases and other means.

The development of foreign language competencies in a professionally oriented intercultural linguistic personality becomes possible through the creation of pedagogical conditions that ensure the organization of the educational process aimed at achieving specific outcomes. Based on criteria such as professionally oriented content, active interaction among participants in the educational process, as well as individual development of foreign language knowledge, skills, and speech activities, the following pedagogical conditions for effective learning are distinguished:

- 1) selection of instructional content that includes professionally oriented vocabulary, as well as video, audio, and printed materials in international English;
- 2) conducting practical classes aimed at creating conditions for learners' interaction;
- 3) organizing independent work that promotes the individual development of foreign language competencies;
- 4) monitoring the level of competency formation through the completion of research assignments.

The pedagogical condition related to the selection of instructional content is implemented through the identification of linguistic means necessary for performing professional tasks: key contextual vocabulary, collocational units, phrases, high-frequency vocabulary, and functional grammatical constructions [14]. The primary tool for such selection is corpora of international English. A professionally oriented communicative context is formed by organizing communicative situations that university graduates will encounter in their future professional activities [5]. These situations are developed in accordance with the labor functions reflected in professional standards.

During practical foreign language classes with university students, group work is based on the joint completion of research tasks related to their future professional activities. The goal of group work is to develop speech activity through the exchange of opinions and ideas, obtaining information, expressing positions on the issue under consideration, as well as discussing diverse viewpoints. This approach promotes the acquisition of skills in using various communicative strategies and the formation of students' experience in interaction that takes into account differences in perspectives, attitudes, and other aspects.

Independent work, an integral element of foreign language training, is aimed at meeting the individual needs of students in the context of preparation for group activities or filling gaps in knowledge and skills of foreign language speech practice. It also con-

tributes to the acquisition of additional competencies, for example, through studying open educational courses in English across various fields of study.

The assessment of the level of development of a professionally oriented intercultural linguistic personality, reflected in the advancement of foreign language competencies—such as vocabulary expansion, increased complexity of grammatical constructions, application of appropriate communicative strategies, and demonstration of respect for the diversity of communication partners—can be conducted directly during students' group interactions. Reflection on educational activities is based on a criterion-referenced assessment method, which includes setting a learning task, choosing a method to solve it, and evaluating the achieved result. At the initial stage of foreign language training at the university, assessment criteria are developed by the instructor; subsequently, instruction is carried out in accordance with these criteria, and the evaluation of educational outcomes is performed by the instructor. At the advanced stage, learners independently formulate the criteria for assessing their educational achievements, organize the learning process, and conduct self-assessment of the results obtained.

Conclusion

In summary, the following conclusions can be drawn from the study. In the current context of interdisciplinary cooperation among specialists, teaching English as a lingua franca at the university level is of great importance. The process of learning a foreign language is aimed at forming a professionally oriented intercultural linguistic personality, possessing foreign language competencies that ensure the ability to interact effectively with international colleagues in the professional sphere. Teaching international English differs from traditional foreign language instruction aimed at communication with native speakers in that the educational process focuses on learners mastering strategies and tactics of intercultural interaction, as well as acquiring communication experience based on acceptance of the communication partner's differences. The pedagogical conditions contributing to effective foreign language training include: the selection of linguistic means of international English relevant to future professional activities; the organization of practical classes in the form of group work to solve research tasks, which promotes the development of learners' interaction experience; and the design of independent work aimed at meeting students' individual needs in foreign language speech practice. The created conditions of the educational process facilitate the preparation of university graduates for the successful fulfillment of professional duties in cooperation with international colleagues using a lingua franca.

Potential directions for further research on this issue include the selection and adaptation of international English language resources to specific university curricula, along with the creation of diverse forms of group activities that encourage communication based on the variety of students' perspectives, religious beliefs, and cultural backgrounds.

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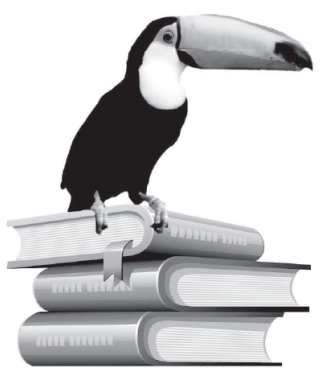
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