

СОЗДАНИЕ МЕЖДИСЦИПЛИНАРНОГО ПОСОБИЯ ПО ИНОСТРАННОМУ ЯЗЫКУ С
ИСПОЛЬЗОВАНИЕМ ПРОЕКТНОЙ ТЕХНОЛОГИИ
CREATION OF INTERDISCIPLINARY TEXTBOOK IN ENGLISH FOR PR-STUDENTS BY
MEANS OF PROJECT TECHNOLOGY

Данная работа посвящена созданию междисциплинарного пособия по английскому языку для студентов, обучающихся по специальности «Связи с общественностью». Цель проекта - формирование навыков выражения мнения у будущих PR-специалистов. В работе описана базовая структура и содержание разделов пособия. Учебное пособие разрабатывается с применением проектной технологии.

In contemporary society it becomes increasingly important to be able to express a personal point of view. For a PR-student, who is supposed to manage public opinion in the framework of his/her activity, the ability to, at least, be capable of making up his/her own judgement seems to be more and more topical.

Nowadays PR students study English using such manuals as «Making the Point» by D.S. Mukhortov, «Mass Media» by E. F. Telen', etc. All of them emphasize text translation and the main difficulties of interpretation. Nevertheless there does remain a certain insufficiency in the way of opinion expression training. Hence there emerges the necessity of a specialized manual creation. As we strive not only for polishing up the English language, but also for mastering contemporary methods of acquiring knowledge, we have chosen to use project technology which includes the so-called 'integrative approach'. Such an approach to the creation of a new textbook means unification of students' professional PR competence with teachers' linguistic awareness. The resulting manual will be more deeply PR-oriented in comparison with the above mentioned conventional textbooks.

Fourth-year PR students have almost become experts in their area of knowledge and their professionally valid distinctive features are formed due to the study of such disciplines as «Stylistics of the Russian Language», «Conflictology», «Psychology», «Image-making», «Politology», «Cross-cultural Communication» and other related disciplines. That is why we made a decision to take into consideration the whole range of subjects, which are included in the PR curriculum, and to compose a manual combining all the most important knowledge of Public Relations and English Linguistics to emphasize the correlation of the leading sciences mentioned above. Proposed integration of student-teacher experience in PR and English language learning is going to contribute to heightening the level of senior students' professional training in terms of developing the skill or even the «art» of expressing opinion.

We started with the dispensing of the assignments among the group of PR students, who were supposed to comprehensively analyze selected articles, each of them having been chosen as a striking example of expressing a clear point of view by their authors. Most features were found in such periodicals as St. Petersburg Times, The Economist, etc., with the vast majority of them being presented in the 'opinion section'.

The students prepared special post-textual assignments for each article according to a definite model, comprising two sections: supplementary and analytical ones. The first section consists of Helpful Vocabulary while the second one includes at least four tasks: Language Focus, Crosscultural Focus, Stylistic Focus and Public Relations Focus. Each of them contains several exercises aimed at developing the knowledge of a particular sphere of PR competence. The structure of the analytical section was thoroughly discussed in the group in order to make sure that students fulfill their tasks conscientiously with complete understanding of the set objectives.

For a more profound study, each text is provided with Helpful Vocabulary, which includes the most commonly used professional terms and expressions. This supplementary section assists PR-students in a more effective perception and mastering of words inherent in a journalistic genre. This particular section provides readers with appropriate translation, observing the initial phraseological compatibility in accordance with the peculiarities of the Russian language.

The first Language Focus is aimed at replenishing students' personal vocabulary. For that reason the first two tasks suggest that students selectively translate the article and find the synonyms to the words and expressions in the previous section. The Focus also proposes that students study grammar models and learn them by giving examples. These examples teach students to make sentences not only grammatically correct but also more figurative at the expense of proper use of certain structures.

The next focus is devoted to cross-cultural awareness. As a PR-specialist should always take into consideration the national mentality peculiarities of his/her contact groups, it is especially important to have experience in this sphere. Having studied Cross-cultural Communication, undergraduates should already know that each nation has its own characteristics, according to which it should be treated. In view of widespread globalization processes underestimation of these features may cause cross-cultural misunderstanding. Nowadays these issues are becoming vitally essential for graduates as many of them want to get a better job and propel up a corporate ladder in international companies when developing their future careers.

Stylistic Focus is another important part of the analytical assignment. The stylistic analysis of the given articles will help PR-students learn different figurative tools and ploys, which can be effective when conveying special messages through graduates' own texts to be written in their future. Recapitulating the theoretical knowledge from the Course of Stylistics by naming the devices used and discussing their overall effect, they will acquire helpful practical skills of creating images, perceiving which the target audience will be more profoundly affected.

The last PR Focus concludes the Analytical section by summarizing the whole impression produced by the text under consideration. The section is purposefully placed at the end of the tasks. The main reason for this is that the students can integrate or synthesize all the foregoing foci to generalize about the PR message of each article. This part of the assignment is being worked out solely by PR participants of the project, as they are more than anyone else competent in this sphere. Students are asked to consider the issue from the specialists' point of view. They must analyze the problem, find out its roots and decide on the possible ways of its resolution. This is actually the way of conducting a case-study using conflictology methods as well as the knowledge acquired by PR students from different disciplines in their curriculum. Sometimes PR focus would require students' knowledge of conflictology, sometimes they should prove themselves to be competent psychologists or image-makers.

As the textbook is still in the process of creation, we are considering the possibility of developing some extra foci, with any additional focus drawing on the contextual information. For instance, there could appear Psychological, Political or some other foci depending on each particular text. Thus all foregoing tasks are aimed at a more profound method training.

The integrative approach used in the project is aimed at developing student professional competence in the chosen sphere. The advantage of student participation is that, on the one hand, this project teaches students to apply their knowledge for the articles analysis. On the other hand, teachers tend to act more like managers of the educational process rather than tutors, which is beneficial for students as they feel that teachers do respect their professional insights. The advantage of such project technology becomes evident when motivated students are united in the «joint venture», which contributes to the development of their collaborative spirit, and work as equals with their democratic teachers. This way a personal PR-competence of the future specialists is cultivated as students are involved in a long-term professionally-oriented activity, stimulating shared group values and concerns.