

**PROFESSIONAL PORTFOLIO AS AN EDUCATIONAL APPROACH IN THE SYSTEM
OF INTERNATIONAL MINING-ENGINEERING EDUCATION**

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Modern processes of globalization are directed to creating international educational environment and getting mining-engineering education as a final product in the market of higher educational services. After having joined in 2003 to the Bologna Process, the course towards integration of the Russian tertiary education into the world educational environment and strengthening cooperation with the world and European leading universities was established in our country. Transition to the three-level system of the higher education, developing students and teaching staff mobility and “long-life learning” culture formation are the main objects of implementing the project of creating Common Educational Space. Its realization will promote competitiveness of the Russian higher education system in the global market of the educational services.

In this regard the Russian federal educational standards of new generation based on competence approach have been put into the system of the Russian higher education. According to the standards, universities have to provide not only development of student’s competences but also present the result of his achievements to potential future employer. One of the modern ways of training students for future professional activities is so called portfolio method aimed at effective planning and assessment of learning process results. This method has been widely used in the tertiary education system abroad for almost 20 years.

There are a lot of definitions of the term “portfolio”. Some Russian researchers define it as “a tool of the self-estimation of the student’s own cognitive, creative activity, reflection of its own activity. It is a set of documents, students’ unassisted works” [2]. While the foreign researchers determine it as “a purposeful collection of student work describing the student effort, progress or achievement in a given area(s). This collection must include student participation in selection of portfolio content, the guidelines for selection, the criteria for judging merit and evidence of student self-reflection” [4]. Thus, we consider portfolio as a compilation of authentic assessment of students’ achievements aimed at setting new life goals and also professional and personal development in the process of the “long-life learning” [3]. A professional portfolio provides the opportunity to take time to reflect on your practice. A portfolio provides tangible evidence that learning has taken place by including documentation of learning activities and a description of learning outcomes. First of all, portfolio can be considered as practical usage assisting in:

- completing a student’s employment performance review;
- preparing for job applications;
- preparing for funding applications;
- preparing for applications to educational institutions;
- planning a student’s career path.

Unfortunately, professional portfolio method has not been completely implemented in teaching practice of the Mining University but it is partly used in English learning practice. The Mining University has been successfully collaborating with some European higher education institutions for the last 10 years. For participation in international grant competitions on the basis of academic exchange program it is necessary to have an interview with representatives of foreign technical university and mining company in English. Applicants have to make a presentation about themselves, their scientific research interests, working and academic experience and plans for future development. The presentation is to be presented in the form of student professional portfolio in English. In this article I would like to share my personal experience of successful participation in such competition for getting a 6 months training grant in the Montanuniversität Leoben (Austria). The participation in the international competition has formed a good basis for my further professional development. We hope that our guidelines will be useful for students who are interested in applying for academic program.

Portfolio presentation should combine forms of verbal and nonverbal communication. It should be thoroughly thoughtful information given in the logical order [1]. For example, it should be taken into consideration what form of greeting is appropriate to use, how to draw listeners’ attention to the most important information, how to behave during your presentation, how to answer interviewers’ questions after it in order to make an impression of “the right candidate”.

For successful professional portfolio creation and its presentation in English it is necessary to follow the following recommendations:

1. A presentation requires small quantity of slides (5-7), which are well tailored for their purposes. For example, a template selection plays an essential role as most students use quite common, boring templates to target the audience.
2. The text of the presentation should be presented by theses and supported with illustrations. Under no circumstances do not “overfill” your slide with the text and do not read it from the slide. Thus, if titles of scientific works, conferences or competitions in which you participated and took prizes are demonstrated in the slide, it is quite enough to attract listeners’ attention saying, for example, the following: “In this slide you can see the title of my current research work/my last research paper awarded with the first prize at the conference held in the Mining University last spring”.
3. Graphic design of the demonstrated material is also an issue of great value. It allows to tell about yourself as much as possible in a very limited period of time. The most significant events/results/achievements of your research and academic activities are to be presented. For example, it can be your photos from scientific conferences or any other academic events in which you took part, any awards or diplomas proving your achievements. Enough attention should be paid to your working experience. Do not forget to present photos from your manufacturing practice or work illustrating professional equipment, tools and devices you have already dealt with. For specialist and experts in your

field of study such visual material can give much more information about yourself as a perspective researcher than any detailed explanations consuming much time.

4. It is recommended to use handout materials, accompanying them with the comments and focusing experts' attention. For example: "In/from this leaflet you can see/get the information about smth; open it at page 2 and here you can see ...". You can also hand out your materials before you performance that university and business representatives could look them through.

5. Think over the most relevant greeting and thank for the possibility of competition participation. For example: "Good morning to everyone! First of all I would like to say thank you for having chance/I highly appreciate an opportunity to take part in this contest". Self-confidence, tranquility, ardor, politeness and good mood (smile) of presenter make positive impression on expert committee and it will be your chance to get the grant. At the end of your presentation certainly thank for attention.

6. Make sure that your presentation includes a brief information about yourself: age, birthplace, hobbies. Focus on your specialty and its demand in the global employment market, your scientific and academic achievements, work experience and personal qualities. At the end of your presentation it is necessary to mention about your personal interest of being involved in foreign educational program and what benefits you expect to get. You should explain clearly why such experience is necessary for you and how you could contribute in developing academic collaboration between universities. It makes a final impression on the expert committee. Even if the main part of the presentation passed not smoothly, it is possible to improve the situation with a good conclusion giving appropriate and exact answers to interviewers' questions after the presentation.

Despite the fact that the educational approach of professional portfolio is not widely used in the Russian higher mining-engineering education, its potential has been still insufficiently studied. It can be used as one of modern tutorials for foreign language learning in technical university.

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CHALLENGES OF INTERPRETING IN CROSS-CULTURAL PROFESSIONAL COMMUNICATION

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The globalization is an inevitable phenomenon in the history of mankind which is connected with all areas of human life. As a result of exchange of information, distribution of knowledge and cultural patterns the worldwide relationships have been developed. In recent decades, the rates of global integration have increased due to technological developments, scientific and industrial achievements as well as innovations in communication facilities. These changes have a significant impact on the people relationships. It is direct communication between the members of society that provides a continuous process of information exchange [3].

The face-to-face interaction refers to an interpersonal level of communication activity which is based on human need for cooperation with the other people. The communication of a person in the group of people is initiated in course of collaboration which leads to certain results. In turn, the collaboration is an essential factor in the organization of social and profession work.

The cooperation of members of a community in order to achieve certain goals in any kind of activity is considered a professional interaction. The basis of professional interaction is the relationships between professionals within a particular production environment. This phenomenon serves as an integrating factor of globalization. The effects of this process can be observed throughout the world nowadays. For example, Sakhalin Energy is an international oil and gas operating company involved in the project "Sakhalin-2" which is carried out on the island of Sakhalin. The project involves the development of two offshore fields - Piltun-Astokhskoye platform and Lunskeya platform.

In 2009 the first refinery producing liquefied natural gas was built in Russia. LNG is being transported to Asia-Pacific region. At the moment, the main shareholders are the world's leading companies: Russian Gazprom, Dutch-British Shell and two Japanese Mitsui and Mitubisi [4]. The project is realized in a large-scale international environment, which is formed due to cooperation of specialists from different countries, whose main task is to maintain the successful accomplishing of the project.

Mutual understanding and unanimous agreement is the key to achieving their goals. But how to find a common