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Communication Skills in Foreign Languages in Engineering

This article is devoted to innovative methods of teaching ESL. The factors of development of engineering activities are shown and the prerequisites for the component composition of a foreign language professional communicative competence are identified. The first positions in achieving the effectiveness of business communication are the verbal activities of the engineer.

Keywords: communication, foreign language, engineer, profession of the future.

Against the background of radical socio-economic transformations and the entry of society into the era of industry, the engineering profession is undergoing dramatic changes. One of the factors in the renewal of engineering activity is a new understanding of its essence. The interpretation of engineering activities as «the process of creating, improving and developing engineering means, technologies and structures» was replaced by «a complex and multi-component process of creating equipment and technologies [1], brought to the form of a marketable competitive product, providing a new social and economic effect». The science intensity of innovative engineering practices presents new opportunities for interdisciplinary interaction of specialists.

According to the definition of the International Engineering Alliance, technical communication at the present stage involves the interaction of a specialist with a wide segment of stakeholders, namely with professionals and colleagues, representatives of related professions, management, subordinates, customers, government officials and non-specialists.

Thus, it is quite fair to consider the current stage as the «golden age» of technical communication, which will undoubtedly require a new generation of engineers to display a high degree of communicative flexibility and adaptability in the context of solving professional problems.

However, despite the fact that oral communication skills have been considered as one of the factors of professional success for more than two decades, they still receive insufficient attention from practitioners and researchers. On the one hand, verbal communication skills are recognized as a prerequisite for all potential employees of multinational companies. On the other hand, it is noted that, in general, Russian-speaking engineering students demonstrate a rather modest level of foreign language communicative competence, not least due to insufficient attention paid to oral skills.

The question naturally arises: how to identify the skills that determine the «sounding portrait» of an engineering specialist? Let us present an algorithm for selecting components of the content of teaching students-future engineers phonetic-phonological skills. The starting point is the consideration of the specifics of modern professional communication in a foreign language. The participation of Russian engineers in the global innovation race along with representatives of other cultures creates special opportunities for transnational institutional communication.

At the same time, at present, the presence of a foreign language accent not only does not have a negative impact on the speaker's image, but also comes to strong positions: it emphasizes his national identity, belonging to a social group with its own unique set of values, and in a certain way equalizes in communication rights with a foreign language colleague, both native speaker and non-native speaker.

Due to the fact that innovative engineering activity [2] is based not only on fundamental scientific knowledge, but also requires successful functioning in the field of corporate innovative and entrepreneurial culture, it can be concluded that engineering communication is characterized by scientific, business and conversational styles of speech. In turn, engineering discourse is a combination of scientific, business and colloquial speech styles, it is distinguished by an autonomous status, an intersocial nature of the interaction of its participants, a rigidly set specificity of typical situations and a set of genre forms. Oral genres of engineering discourse include lecture, report, negotiation, training, interview, presentation, message, polemic dialogue, dispute, consultation, recommendation, conversation, opinion. Hence, it follows that the phono-stylistic design of the strategies of the oral genres of engineering discourse, among which the establishment of contacts, information, persuasion, constitutes the «sounding portrait» of a specialist-engineer.

For the experiment, the tasks of studying communication skills and lability of the psyche of future engineers were given. In this experiment, students studied the language in a game format, in the control group, students received knowledge in a traditional way.

The game «*Let me tell you...*» is aimed at consolidating grammatical material on the topic «*Past Simple*». Procedure of the game: the whole group takes part; time allotted for the game – 30 minutes; using an interactive whiteboard.

Assignment: Write a series of descriptive adjectives on the chalkboard.

For example, *marvelous, luxurious, stupid, outrageous, superb, insolent, awkward, absurd, bright ...*

Each student chooses an adjective and writes 2–4 short sentences, describing his experiences with these adjectives. (Both real and fictional events can be described).

«*After the completion of the story, they will be read aloud, so it is not worth telling purely personal events. There is no need to sign stories*».

«*Collect the story sheets and read them aloud. Try to guess which of your classmates could write them*».

Answer options can be as follows:

1) There were sport competitions at school. I with my friends helped the pupils of other schools to find their classrooms. It was awkward when I confused a young teacher with a pupil.

2) It was a marvelous day. I went to a festival of fire show. Everything was bright and superb but suddenly a spark of fire fell on my dress.

3) I got myself in an absurd situation when I understood that I was without money in the bus and could not buy a ticket. I had to leave the bus and go on foot.

Tasks of such a plan not only help in consolidating grammatical material, correct their own and others' mistakes, but also develop the skills of communicative communication and clear self-expression of their thoughts in a foreign language, which increases the importance of this kind of exercises to overcome communicative difficulties in communicating in a foreign language. At the same time, we pay the greatest attention to the use of dialogue in practice (teacher – student, teacher – group, student – student, student – group).

«Active listening»

One of the students is pre-assigned the task of preparing a monologue in a foreign language, which should be pronounced with long pauses.

The rest of the students are assigned certain behavioral roles during his speech (the first student does not know about this: 1) deaf silence; 2) assent (yes, well-well, hm, nodding); 3) echo – transmission of the last words; 4) paraphrases; 5) motivation; 6) mirror; 7) leading; 8) assessments, advice; 9) continuation – students try to complete a phrase started by the speaker; 10) emotions 11) clarifying questions; 12) irrelevant and pseudo-relevant statements – statements that are not relevant to the case. At the end of the lesson, there is a discussion [4].

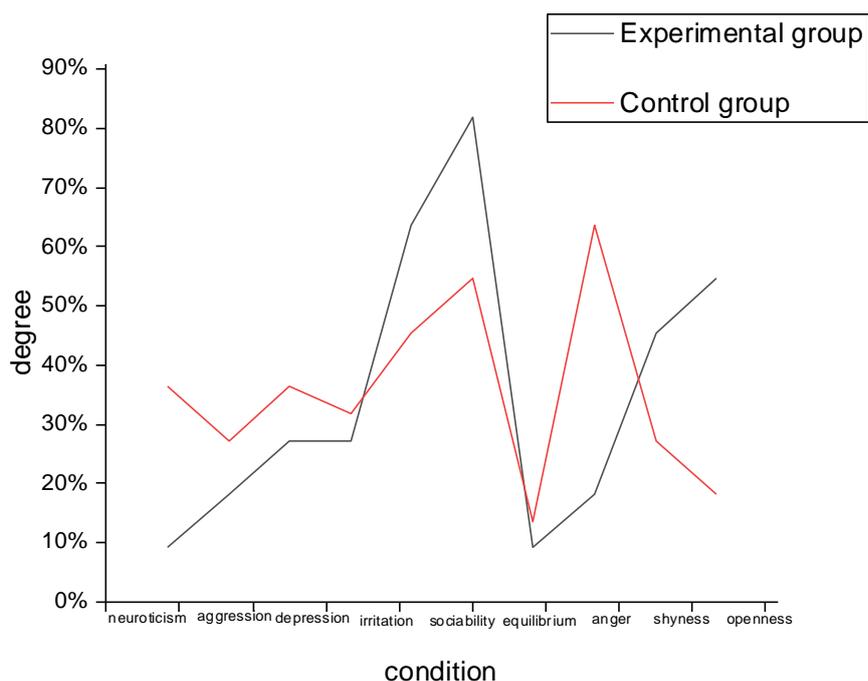


Fig. 1. Analysis of the psycho-emotional state

After carrying out the system of lessons [3], a multivariate psychological test was made, which showed the following results (Fig. 1).

Summing up, we examined the factors of the current stage of development of engineering activities and identified the prerequisites for rethinking the component composition of a foreign language professional communicative competence. The analysis showed that the first positions in achieving the effectiveness of interethnic business communication are the verbal activities of the engineer.

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Слоган компании в международном бизнесе: перевод или транскреация?

Аннотация. Статья посвящена изучению функционирования и реализации языковых приемов и особенностей перевода рекламных слоганов на английском языке. Применение эффективных приёмов преобразования (трансформаций) перевода. Поиск наиболее эффективного нестандартного переводческого решения. Языковые приемы в рекламе рассматриваются и классифицируются по уровням языковой иерархии и механизму создания игрового эффекта. Одним из таких приёмов является транскреация. Основной вопрос исследования состоит в том, насколько эффективно используется транскреация при переводе РС с английского языка на русский.

Ключевые слова: рекламный слоган; экспрессивность; трансформация; дискурсивная личность; транскреация; языковая игра.

Значение коммерческой рекламы непрерывно растет. Товар или услуга не может рассчитывать на высокие продажи, если его активно не рекламируют. Крупнейшие компании проводят глобальные рекламные кампании, локализуемые для отдельных рынков. Это ставит задачу перевода рекламных текстов, в первую очередь *слоганов*. Цель нашей работы в том, чтобы уточнить особенности перевода рекламных слоганов (РС).

Рекламный слоган выделяется как отдельный жанр рекламного текста. РС является не только связующим звеном рекламной кампании, но и основным элементом механизма воздействия на потенциального потребителя [7, с. 103]. Известно, что для создания РС компании используют яркие и меткие фразы из повседневной речи, пословицы и поговорки, крылатые фразы из книг и фильмов, фразеологизмы. Все это вызывает значительные затруднения при переводе, диктует необходимость существенных трансформаций [5].

Применение эффективных приёмов преобразования (трансформаций) требует от переводчика владения как исходной, так и