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TEACHING ENGLISH TO THE INTERNATIONAL RELATIONS STUDENTS FOR THE PURPOSES OF GLOBAL COMMUNICATION

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The article describes new challenges and priorities in teaching English for the purpose of international relations development. The author argues that linguistic aspects of globalization and focusing on students as the largest group of adult learners are the most crucial factors producing a substantial impact on the process of English language teaching/learning. The paper also introduces an Enhanced Communicative Approach as a crucial method of language teaching for international relations students.

Keywords: global communication, international relations students, communicative competence, enhanced communicative approach.

Statement of the problem. The term «globalization» as the process of integration among the people of different nations has been widely used since the 1980s and triggered by the development of international trade and information technology. Globalization has had a great impact on different aspects of human life such as culture, economy, politics, environment and others. With globalization and the development of international relations, the status of English as a world language has changed which also has had a great impact on the teaching and learning of English in the world. The national educational policies of many countries have been adopted to improve the quality of teaching English and enhance the students' communication skills.

Analysis of recent researches and publications. Nowadays English enjoys its status of a global language as people have always had the desire to cross the language barrier and have a common language used as a universal means of communication. As Samuel H. Wang mentions, «there have been many attempts to promote a common language used by all people» and «the most notable success has been Esperanto which boasts close to 2 million speakers in about 115 countries in the world» [5, p. 27]. Thus, English is used for the pur-

pose of global communication since the world is far more interconnected nowadays than it in the past centuries. As defined by David Crystal, «a language achieves a genuinely global status when it develops a special role that is recognized in every country» [2, p. 3]. Nowadays more and more people turn to English which presents the world community with unprecedented possibilities for mutual understanding, and thus enables to find fresh opportunities for international cooperation.

The purpose of the article. Therefore, the present paper aims to discuss new challenges and priorities in the field of teaching the English language for the purpose of international relations development. The author argues that linguistic aspects of globalization and focusing on students as the largest group of adult learners are the most crucial factors producing a substantial impact on the process of English language teaching/learning. The paper also introduces an Enhanced Communicative Approach as a crucial method of language teaching for international relations students.

The results of the researches. To begin, we should highlight that globalization and the growth of international relations in the 21st century have fostered a vital necessity for a new education paradigm with new approaches to education objectives,

tools and methods, teacher-student cooperation. Today most scholars would accept the importance of the following educational goals:

- developing students' creativity, maximizing their responsibility for the process of gaining knowledge and professional development;
- increasing students' cultural awareness which would help them to apply culturally correlated scenarios of speech behaviour in everyday and professional settings and foster multiculturalism and tolerance in a globalized environment;
- promoting the necessity for lifelong learning – the continuous building and updating of skills and knowledge throughout the life, fostering their immediate application to real-life situations [1; 5].

In this connection, we should also mention the fact that globalization has continuously changed English as the language used worldwide for communication. In J. Green's book «Globalization and the Teaching and Learning of English Worldwide – An Annotated Bibliography», the author argues, «the English language has been used around the world for over a century, witnessing the days of the British Empire and those of the United States as a political and cultural superpower. With the recent increased pace of globalization and the profound changes in the kinds of connections that exist between nations and peoples in different parts of the world English has become ever more of a world language» [4].

Thus, teaching English as a world language in the XXI century needs new educational approaches and improvement in the country's overall education system.

In the past century with the help of the communicative approach for the purpose of the effective language teaching educators used to prepare students to communicate with imaginary natives, in artificial settings, and for imaginary purposes. Classroom activities included mostly vocabulary exercises for meeting people, greetings, making a telephone call, asking directions, making reservations, and so on. Nowadays the context of use of English has become wider. Yet, the communicative approach to teaching English remains the dominant one. But in a new era of learning English, especially for the purpose of fostering international relations, teachers are required to prepare students for more proficient and specialized language that would help them to meet their growing communication needs. An Enhanced Communicative Approach (ECA) in this regard has become a powerful tool that includes major communicative teaching tools to enhance communicative competence of students, but moves beyond that objective. ECA recognizes that learners are the language users in a multicultural environment and have a need to interact in extended contexts for special purposes.

What makes this approach different is that English learners may have variable access to the language. For example, students might get connected easily in social networks (FaceBook, Instagram, etc.), use the internet for information search and conducting their research, listen to news, videos and audio samples for the purpose of language learning, participate in forums and chats, read and write blogs. As Maria R. Coady states,

«twenty-first century students are less likely to use static, printed textbooks than ever before, many of which are outdated and too expensive to replace» [1].

Meanwhile access to technology provides students with the up-to-date information that is not necessarily print-based and more current.

In the Enhanced Communicative Approach, communication is in the center of world language instruction and is crucial for fostering cross-cultural communicative skills. In order to be successful in this global environment students of international relations must be able to use English properly and effectively, to:

- communicate their thoughts and ideas through oral and written language;
- develop effective listening skills to understand a speaker's intention, meaning, knowledge, and perception;
- use communication skills for a greater variety of purposes and in different situations;
- effectively use multiple tools and technologies in order to construct knowledge; and
- «communicate effectively in diverse environments (including multilingual)» [3].

Communication skills teaching should also be connected with variations in intercultural communication. Globalization as a commonplace trend requires from the graduates understanding different aspects of international communications such as, for example, implicit language and the risk being communicatively and socially isolated. Language teachers must also pay much attention to exposing students to culture and guiding them with understanding the meanings that are particular to various social and cultural societies.

Of course, teachers don't have to be experienced ethnographers to help guide their students, but the socio-cultural setting in which the language is utilized needs to be taken into consideration when teaching the language within the frame of the Enhanced Communicative Approach.

In this regard, multimedia technology is very helpful as it offers a great variety of cultural information, written and visual aid that facilitates language learning and prevents teachers and learners from misunderstanding the cultural information. The use of multimedia is accepted as a useful and effective tool in the field of the language acquisition as it reenacts the original linguistic context and turns it into explicit discourse. Multimedia enhanced learning environments create an authentic learning media that support the ECA to the teaching English. These learning media have to:

- Be authentic, consistent and realistic.
- Serve multiple learning goals presented in multiple ways.
- Encourage students to self-study and professional development.
- Provide the materials needed for intensive learning.
- Foster the motivation and bring more realistic communication experiences.

By using technology, students stay motivated, improve their self-concept, experience more student-centered learning as well as gain new knowledge and communicative skills with authentic learning materials.

Conclusion. In conclusion, we believe that:

1) The purpose of teaching English as a global language is for communication between people from different cultures.

2) In the XXI century English teachers need new educational approaches to foster the language acquisition in their students with the understanding and respect of the interlocutors' cultures. This aspect is considered to have an great importance for international relations students.

3) The ability to interpret, to express, and to negotiate for meaning that underlie communicative skills need to be developed in language classes.

4) New learning environments for developing language skills should be applied by teachers. The use of multimedia in English classrooms seems to be exceptionally beneficial to students.

5) In order to be successful in the globalized world, graduates should develop strong cross-cultural communicative skills. Therefore, we argue that a new approach to teaching, the Enhanced Communicative Approach, promotes language learning and act as a catalyst for authentic cross-cultural communication.

Further issues that should be addressed in the future from similar perspectives are, among others, the improvement of problem-solving skills, strong motivation and reflection in students.

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НАВЧАННЯ АНГЛІЙСЬКОЇ МОВИ СТУДЕНТІВ СПЕЦІАЛЬНОСТІ «МІЖНАРОДНІ ВІДНОСИНИ» З МЕТОЮ ГЛОБАЛЬНОЇ КОМУНІКАЦІЇ

Анотація

У статті описано нові виклики і напрями навчання англійської мови з метою розвитку міжнародних відносин. Автор розглядає лінгвістичні аспекти глобалізації та приділяє увагу студентству як однієї з широких груп дорослих учнів, що мають значний вплив на процес навчання/вивчення англійської мови. Представлено удосконалений комунікативний підхід як дієвий метод навчання англійській мові студентів спеціальності «Міжнародні відносини».

Ключові слова: глобальна комунікація, студенти міжнародних відносин, комунікативна компетенція, удосконалений комунікативний підхід.

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ОБУЧЕНИЕ АНГЛИЙСКОМУ ЯЗЫКУ СТУДЕНТОВ СПЕЦИАЛЬНОСТИ «МЕЖДУНАРОДНЫЕ ОТНОШЕНИЯ» ДЛЯ ЦЕЛЕЙ ГЛОБАЛЬНОЙ КОММУНИКАЦИИ

Аннотация

В статье рассматриваются новые вызовы и направления обучения английскому языку для развития международных отношений. Автор рассматривает лингвистические аспекты глобализации и акцентирует внимание на студентах как одной из обширных групп взрослых учеников, которая оказывает значительное влияние на процесс обучения/изучения английского языка. Представлен усовершенствованный коммуникативный подход как эффективный метод обучения английскому языку студентов специальности «Международные отношения».

Ключевые слова: глобальная коммуникация, студенты международных отношений, коммуникативная компетенция, усовершенствованный коммуникативный подход.