

FOREIGN LANGUAGE INTERACTIVE TEACHING IN THE CROSS FUNCTIONAL TV STUDIO

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Abstract. *This paper explores the question of how and why to use telecommunication techniques in a competence-oriented foreign language TV studio for pupils and students. It is a useful approach that can answer questions remaining unanswered when it comes to the use of TV projects in the didactics of foreign languages. The paper gives answers to these questions – among others, it offers a definition telecommunication competence and presents competence levels – and presents a methodical framework for using telecommunication techniques in the competence-oriented teaching of foreign languages.*

Keywords: *supplementary education, cross functional TV studio, telecommunication project, TV contest, creative development, intercultural communication, foreign language education, interactive technique.*

The entry of the Russian Federation on the way of innovative economic development entailed reorientation of system of life-long education to new curricula and programs. Per the Strategy of innovative development of the Russian Federation for the period till 2020 the country feels the need for the educated, well-mannered, socially active persons understanding responsibility for the future of the country, and, therefore, realizing the necessity of seizing new knowledge, adopting experience of the senior generations, and strengthening its own achievements. A great role belongs to the system of supplementary education of children and youth in the solution of these responsible tasks. And despite the financial difficulties our state corroborates the system of supplementary education in Russia and develops the program for multilevel education, introducing the latest information technologies. The system of supplementary education in Russia is situated on the first place on providing cultural and creative life of the children where they have a possibility to develop individually. Some teachers and parents state that supplementary education can help a child to develop the spiritual and cultural personality. The main objective of foreign language education is intercultural communication training. In accordance with the National Education Doctrine of Russia it is impossible to integrate into the world educational space without a stable knowledge of foreign languages.

Indeed, it is found that the need in foreign language studying increases for specialty in the context of the general Europeanization and globalization of the economy. And the basis of the future profession must be laid at school. It is necessary to expand educational service in the field of the foreign language education and to create possibilities for language studying, both at study time and out-of-class learning. The Federal Law about supplementary education was developed on basis of the Federal Law "About Education" whose purpose was personality development improving students' cultural and intellectual level. The Law explains that the educational institutions of supplementary education, other educational institutions implemented supplementary educational programs, and organizations bringing activity into action in supplementary education, concerned citizens have the right to participate in the international programs in the field of supplementary education and their projects. The point is about expanding of supplementary education institutions through the creation of new structures having versatility, providing foreign language communication training and intercultural communication using interactive techniques. It underlines the practical importance of foreign language knowing and communication skills in a foreign language. A cross functional TV studio was considered as one of such structures. There are all the conditions for self-discovery and self-realization of each member of programs and projects who has an opportunity to select a wide range of professions: a journalist, a correspondent, a TV reporter, an editor, an actor, a cameraman, an interpreter, a teacher of supplementary and further education. Foreign language learning is carried out in conditions of creative activities related to writing scripts, editing, translation, rehearsal roles, project working-out, preparation for the regional and international TV contests. In view of this the TV studio can be considered as an innovative structure in the system of supplementary foreign language education.

A qualitative new level of development is gained by system of foreign-language education which opens ample opportunities in foreign languages learning which are not only the means of communication but also way of personality's socialization. The personal focused techniques have an importance, one of which is the technique of telecommunication projects.

There are lots of scientific works connected with studying of organization, content and techniques of foreign-language education in the educational organizations. However, we must solve some burning issues nowadays.

The analysis of the existing techniques which are actively used by the teacher during the lessons of a foreign language has shown that telecommunication techniques could become one of the motivating and stimulating techniques in the system of supplementary foreign-language education. As for a television competition, it represents synthesis of all typology of projects which were presented by the famous Russian scientist E. S. Polat. The television competition can represent:

1). *Research project*. TV headings in a television competition are characterized by the thought-out structure, designation of the purposes, reasonable relevance of an object of research for all participants. They have the structure which is brought closer to originally scientific research or completely coinciding with it. Similar projects correspond to the level of students' language training of a certain grade level.

2). *The creative project* supposing the well-becoming registration of results. Registration of the results demands accurately well advised structure, for example, in the form of the film, the reporting, design of a certain heading, an album, etc.

3). *The role and game project* in which the structure is planned but remains open before the expiration of the project. Participants of the certain TV headings in a TV contest assume certain roles which are caused by character and contents of the project.

4). *The informative project* is directed to collection of information about some event or the phenomenon. Participants of the TV project collect this information with the purpose of acquaintance of a wide audience with it. Such projects are often integrated into researching projects and become their certain part, the module.

5) *Practically-directed project* has an accurately designated result of participants' activities which is surely oriented to social interests of all project participants. For example, on a TV heading participants discuss invention of any bill, make amendments to the convention on the rights of teenagers, publish compiled laws about encouragement and punishments at school or at the university (in live program), do a miniature of a city in the third millennium, etc. Such TV project requires a certain film script with accurately distributed obligations of all members of a group.

Experiment training was organized based on ARTIST TV-studio, a creative workshop for youth and children, which was created in Russia in 2001. It included the socially favorable activity and supplementary education in the field of media in several languages and communication technique. There were effective objectives:

1. To let know to children and youth that they have the public city television telling about everything that is interesting to the audience.

2. Children and students' professional direction to specifics of journalism, socialization by creation of ideal possibilities for the individual and collective embodiment of creative plans through integration of different types of profile activity, proceeding from features of development of mass media and promotion.

The purpose of educational activity is built on the solution of the following tasks:

- comfortable facilities for obtaining necessary knowledge, abilities and practical skills by children, expansion of creative activities connected with professional interests of pupils and students;
- education for the benefit of the personality, society and the state, formation of social activity and literacy, moral qualities and creative activity;
- development and deployment of innovative projects and programs, pedagogical techniques, implementation and promotion culturally and socially orienting educational techniques pointed at perfection of training processes and education of younger generation;
- popularization of national and spiritual culture of the people of Russia, strengthening of international education;
- creation of optimum material and technical basis of studio's technical means of training which is necessary on the courses and educational programs for practical drill of the skills by pupils and students;
- development of an educationally-methodical and artistically-aesthetic media library necessary for implementation of effective goals and tasks.

Experiment training in which more than 600 pupils and students from several secondary schools and higher education institutions of Russia were involved. Also, there were 3 teachers, a film director and an employee group of telecasting (sound technicians, cameramen, film editors, the editor) in experiment training. It was carried out at the secondary school No. 24 named after Sergey Klimakov (Sakha Republic, Russia) and with airplay on the republican channel of the National Broadcasting Company SAKHA. A TV contest was chosen as a technique of the educational telecommunication project.

The educational telecommunication project, TV contest, was considered as a mutual educational and preparatory, creative activity of partner students organized based on computer and television telecommunication, having a common goal, the coordinated kinds of activity and directed to the general result's achievement.

Students' profile orientation has begun based on own initiative work. The pupils and students who have passed a casting to TV contest participate in professional tests. Professional test is the professional probation modeling elements of a concrete type of professional activity (complete process) and helping in conscious, reasonable choice of profession.

The structure of the TV contest intends three steps with different types of activity.

Preparatory step of TV contest: teachers conduct the lessons of acting skills and mindset training with use of different psychological methods: dialogues, drawings, stories, role-playing and outdoor games, group discussions, individual consultations, psycho gymnastics.

Main step: the students get acquainted with fundamentals of television journalism and translation activity, try themselves in various TV headings and game plots in three languages (English, German, Russian).

Finishing step: directly TV contest (assuming maintaining any TV heading without preparation), aimed at the development of interests, tendencies, abilities, professionally important qualities of the identity of the pupil or student, reached due to gradual complication of professional test's carrying out per the level of readiness of students to its performance, entering the elements of creativity and amateur performance into the content of test.

So, the TV contest *Jumanji Land* offers the fascinating video based on a cognitive technique of training in Foreign Languages for children and students. Each level of a video course consists of eight documentary and artistic plots. Documentary plots intersperse with directions. Commentaries are shot more than ordinarily and are perceived with interest by TV audience. Pupils learn to listen to the children's and adult's speech, the speech of native speakers of English and German, and the speech of foreigners with various emphases and on different dialects.

This variety develops not only audio skills, but also focuses attention of the pupil on the international importance of the foreign language as a mean of communication.

Fascinating authentic plots stimulate pupils to performance various written creative tasks. The participants are offered the original themes for projects which can be carried out both in a class, and out of lessons. Time of the project varies from 4 months to 1 year. For this period pupils and students have been improving their communicative language skills, thanks to such types of work as the presentations, own video projects, video reporting, video clips, creative written projects in different languages. Pupils have been working in the TV companies during the TV contest, receiving a rich bundle of cross-cultural knowledge.

As the result, students learn about various styles of films: documentary, theatrical, experimental, academic and animated. TV studio participants examine how digital technology is changing film, television, and media today. They screen and analyze films throughout the course, take part in such educational programs as *4TEEN*, *Science News*, *ДАЙ-news*, create their own short films and items for various author TV programs.

Cross functional TV studio as innovative structure of one of the supplementary education help pupils and students be a leader, develop their talents, interests, passions, gives much inspiration, and teach them practical skills in foreign languages, journalism and acting. It is an activity that demonstrates a talent or contributes value to other people, makes a meaningful impact in participant's own development. TV studio allow students to express themselves artistically on paper, through a lens, on stage, communicating with native foreign speakers without the language barrier.

This we summarize by saying that the future of the youth is international cooperation. It is based on friendly relations. People should be acquainted to make friends, that is why it is necessary to know the language and culture of the contacted country. Educational, developmental and educational space TV studio is just the motivational impetus for the personality formation, which is confirmed by practical results.

In conclusion, it should be stressed that since September of this year the Russian Education Ministry of Science will begin work on the organization of children's television in every Russian

school. One cannot but agree with the saying of Olga Vasilieva, head of the Education Ministry of Science in the Russian Federation, that "love to each other, interfaith, interethnic consent begins at a very early age, and the task of the school is to educate."

Without a doubt, each school must receive a new television: educational, intercultural, multilingual, cognitive, entertaining, interactive.

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CULTIVATING PHRONETIC LEADERSHIP SKILLS IN FUTURE ECONOMISTS

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Abstract. *In the article the author analyzes the current business trends and justifies the necessity to cultivate phronetic leadership skills in future economists in the process of their professional education. On the basis of analyses of the contemporary publications the author identifies the essence of the notion "phronetic leadership knowledge", explains different approaches to classifying leadership qualities, points out the core leadership skills and suggests ways of cultivating them in students — future economists and managers. The author also advocates the crucial significance of educating phronetic leadership skills and knowledge, as they will boost future economists' voyage of personal understanding and development and aim them at ongoing learning process and negotiating.*

Keywords: *leadership skills, phronetic knowledge, phronetic skills, professional preparation of economists, management values, communication skills.*

Introduction. Analyzing the current situation in the world and all its aspects (social, economic, political and environmental) we come to understanding that in today's ever-changing business environment companies are facing a situation under which possession of profound knowledge is no longer a key to success and ongoing presence on the global business landscape. In order to survive companies in the face of their leaders have to make new leaps of faith into tomorrow and create the perspective future, rather than extend the past. Thus it requires a new type of a professional being able to make inductive jumps according to their visions, values and principles and, to some extent, dreams. Consequently it raises an issue of grooming and bringing up a new type of leader embracing pragmatic qualities of "a philosopher..., master craftsman..., idealist..., politician..., novelist and teacher" so that he or she could go beyond the cut and thrust of an eye-for-eye business world and sustain in it [Takeuchi, 2011; p. 67].

The question of cultivating leadership skills in the process of professional as well as post graduate preparation (coaching sessions) has always been in the scope of academics, coaches and educators (Abraham Zaleznik [Zaleznik, 2004]; Robert B. Cialdini [Cialdini, 2001]; David Rooke and William R. Torbert [Rooke, 2005], Alison Doyle [Doyle, 2016]; Herminia Ibarra and Otilia Obudaru [Ibarra, 2009]; Jay A. Conger [Conger, 2008] ; Jack Zenger and Joseph Folkman — leadership development consultants). There is much common ground in their views that possession of leadership