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**System of Methods for Developing the Professional Plurilingual Competence of
Future Managers**

Professional plurilingual competence is one of key competencies of a manager, since in their professional activity managers have to be able to communicate with partners from abroad, be aware of conversation rules and business etiquette adopted in various foreign countries, make use of information sources in foreign languages, and actively apply their experience in cross-cultural professional sphere. Professional plurilingual competence (PPC) of the future manager is a universal professional and personal quality that integrates linguistic and professional knowledge and skills and characterizes the specialist’s ability to take part in multicultural communication in the field of management and to use the possibilities of their own language repertoire and non-verbal means for solving job-related tasks [6, 55].

One of the priority methods for the formation of the PPC is the contrastive method (or method of comparison in another terminology). According to L. Malikh [3], the ability of students to compare languages (cultures, communicative situations, facts, etc.) refers to the meta-linguistic strategy, which is the ability to transfer the methods of learning one language into another language and to enhance the culture of an individual student’s work, and which can only be developed systematically by completing tasks based on the comparison procedure.

While comparing and contrasting the languages, students may face problems in learning grammar structures and memorising new vocabulary. Therefore, at the stage

of eliminating lexical and grammatical difficulties, the method of exercises should also be used. According to P. Obraztsov, the essence of this method is a systematic repetition of actions in order to master the theoretical knowledge and practical skills, as well as to consolidate and improve their quality [4, 64].

Thus, a special complex of contrastive exercises has been developed and applied in the process of PPC formation. Since the purpose of the PPC formation is to develop not only linguistic but also professional and communicative competences, the exercises on forming, training and consolidating plurilingual skills and abilities should be situational, informative, and time-saving. They also should create conditions for multilanguage communication in a professional context.

The system of contrastive exercises includes the following types: multilingual noncommunicative exercises (analytical, lexically oriented); multilingual receptive exercises; multilingual partly communicative (mediative); multilingual communication thematic exercises (interactive).

The process of PPC formation is also based on the method of linguistic experience actualisation, which correlates with the principle of relying on linguistic and educational experience of students [1]. The use of this method is of particular importance in the teaching of vocabulary and grammar of the acquired languages. For example, it assumes that all grammatical phenomena in each particular language are presented in close connection with similar phenomena in another language. Comparing the differences between languages and identifying unique phenomena in the acquired languages prevent language interference. The method of linguistic experience actualisation is not identical to the comparative method, since it is important not only to compare the languages but to correlate them with the linguistic experience of students. The PPC formation is based on the definition of a communicative development zone in one language, which includes linguistic

knowledge and speech skills, and on the basis of which the development zone in the second language is determined; thus, the students' linguistic experience is actualised.

The method of linguistic experience actualisation is due to the integrity of plurilingual competence, which makes it possible to rely on the principle of co-learning languages in the process of developing plurilingualism. In addition, the application of this method should be guided by the principle of integrity in acquiring several languages. Thus, there must be a basic first foreign language (FL1) that integrates other foreign languages. Mastering the FL1 is a linguistic basis for learning other foreign languages; mastering FL2 also becomes the basis for acquiring FL3, etc.

The method of linguistic experience actualisation is related to the bilingual comparison method, the essence of which is disclosed by O. Yegoshina [2]. This method involves comparing related languages (e.g. Ukrainian and Russian, English and German) on the one hand, and comparing the mothertongue (Ukrainian or Russian) and the acquired one (English, German, etc), on the other hand. This method is based on the study, evaluation and application of grammatical, lexical, and stylistic equivalents in comparable language systems.

The analysis of bilingual comparisons is a rather promising area in the methodology of teaching language disciplines, since the focus on the correlative facts of the acquired languages has a developmental and educational importance for the students' PPC formation. Studying language disciplines on the basis of bilingual comparison contributes to mutual enrichment of the two methodical systems and determination of common methodological goals and tasks, the main of which is the formation of plurilingual competence. This method of learning is promising due to the common origin of the Ukrainian, Russian, English and German languages, since these languages belong to the Indo-European group of languages.

In the process of PPC forming the method of bilingual comparison is applied to solve the following methodological tasks:

- developing skills in analysing, selecting and expedient use of linguistic means;
- identifying universal and specific features of linguistic means of the appropriate functional style in different languages;
- enriching the students' vocabulary with professional terminology.

The quality and result of the process of PPC formation are related to the development of various functions of independent activity of future managers and their critical attitude to their activities. This requires the use of **the language portfolio method**, the main purpose of which is to reveal the individual abilities of each student in the process of PPC formation. In addition, the creation of one's own language portfolio contributes to the following tasks:

- improving the quality of students' education;
- reflecting on the dynamics of their own achievements;
- developing the ability to evaluate their own results;
- developing communicative skills [3].

In the PPC formation process the use of the portfolio is a new method of forming reflexive skills, which involves the students' ability to rethink their activities, to raise new questions, to put forward various arguments, and to think critically. In the process of creating their portfolio, students feel responsible for their studies; they independently evaluate the results of their training activities. Thus, conditions for increasing students' self-esteem and confidence in their own capabilities are created, the individual characteristics of each student are revealed to the maximum, creative activity attitude is formed, the motivation for further personal creative growth, reflection skills and sociability are developed.

The use of interactive learning methods also contributes to the effective PPC formation. The use of such methods involves developing the students' sustainable cognitive interest, intellectual activity, and creative autonomy. The imitation methods

which are characterized by simulating future professional activities are the most effective in the process of professional development of future specialists.

Thus, one of the effective methods for the PPC formation is a simulating role-play through which future specialists can gain experience in their professional communication area. The game is a unique mechanism for modeling professional and social activity and accumulating and transferring practical experience, that is, mastering the means of solving problems, as well as ethical experience associated with certain norms and rules of conduct in different situations [7]. The main purpose of the simulation role-play is to develop and improve the professional competence of students, so the simulation issues should reflect the key aspects of their future professional activity [5, 81].

Thus, the PPC formation of future managers is one of the most important tasks in their professional training. The solution of this task requires the development of both relevant theoretical positions and methodological means which contribute to its purposeful formation.

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