

ным видом отходов, которые образуются в быту, являются пластиковые упаковки. Известно, что пластик, вывезенный на свалку, будет разлагаться на протяжении десятилетий и даже столетий, выделяя при этом токсичные вещества и нанося непоправимый вред окружающей среде, поэтому очень важно собирать пластиковые отходы, сортировать их и сдавать на переработку.

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*D. V. Spitsina (Moscow, Russia)
Moscow City University*

Case study: FL teaching method for future economists

В статье рассматривается роль профессиональной иноязычной компетенции в трудоустройстве будущих экономистов. Конечная цель состоит в том, чтобы сравнить профессиональный стандарт «Специалист по внешнеэкономической деятельности» и требования рынка. Углубленное исследование текущего рынка труда в России показывает, что требования к данной компетенции в профессиональном стандарте отражены недостаточно. Полученные результаты свидетельствуют о разрыве между профессиональным стандартом и потребностями рынка.

Ключевые слова: кейс-стади, профессиональная компетенция, профессиональный стандарт, специалист по внешнеэкономической деятельности, иноязычное образование

The paper deals with the role of FL professional competence in future economists' employment. The ultimate goal is to compare the professional standard in "Specialist in foreign economic activity" and the market demands. In-depth research of current job market in Russia highlights that the requirements to FL competence in the professional standard are insufficient. Results obtained reveal the gap between the professional standard and market needs.

Keywords: case study, FL professional competence, professional standard, specialist in foreign economic activity, FL education

The super-rapid development of science and technology calls for life-long learning [7]. The choice of methods and means, technologies and techniques in the context of FL education in a non-linguistic university is determined by the need to develop the FL communicative competence. Case study acts as one of the interactive technologies that can be integrated into the system of FL education. Case study is introduced in order to create a FL educational environment where the student's personal potential is revealed [5], [6].

The first mention of the term "case" dates back to 1150 (from Lat. *Cacāsus* – "fall, accident, event, grammatical case"); the term "study" dates back to about 1250-1300. (from lat. *stadium* – "to engage, devote oneself, concentrate") [10]. The frequency of mentioning the term "case study" in 2018 increased more than 255 times compared to 1920 [11]. Partially observed trend can be explained by the term ambiguity. In the social sciences case study refers to a cognitive method used to deeply investigate a phenomenon [3]. In the context of FL education the case study is considered as a teaching method [2], [8].

In accordance with the requirements of the Federal State Educational Standard for the specialty 38.03.01 "Economics", the bachelor must have the ability to communicate verbally and in writing in Russian and foreign languages to solve problems of interpersonal and intercultural interaction (OK-4). At the same time, the Federal State Educational Standard allows educational organizations to independently determine the volume, content and implementation of foreign language disciplines within the block 1 "Disciplines (modules)" for undergraduate programs.

The need to master knowledge in the field of intercultural communication is also emphasized in the professional standard "Specialist in foreign economic activity". According to this professional standard, a specialist in foreign economic activity must have the 6th level (sublevel) of qualifications obtained within higher education under the bachelor's program or secondary specialized education. Consequently, a specialist in foreign economic activity should have communicative competence to carry out FL professional activities.

Current market demand for specialists in foreign economic activity reveals that Moscow and Saint-Petersburg together account for over 50% of all open vacancies. Open vacancies for specialists in foreign economic activity are distributed across various sectors. Leading sectors by open vacancies are retail and consumer goods. The difference between other sectors is insignificant. Figure 1 represents that specialists in foreign economic activity can work in different sectors.

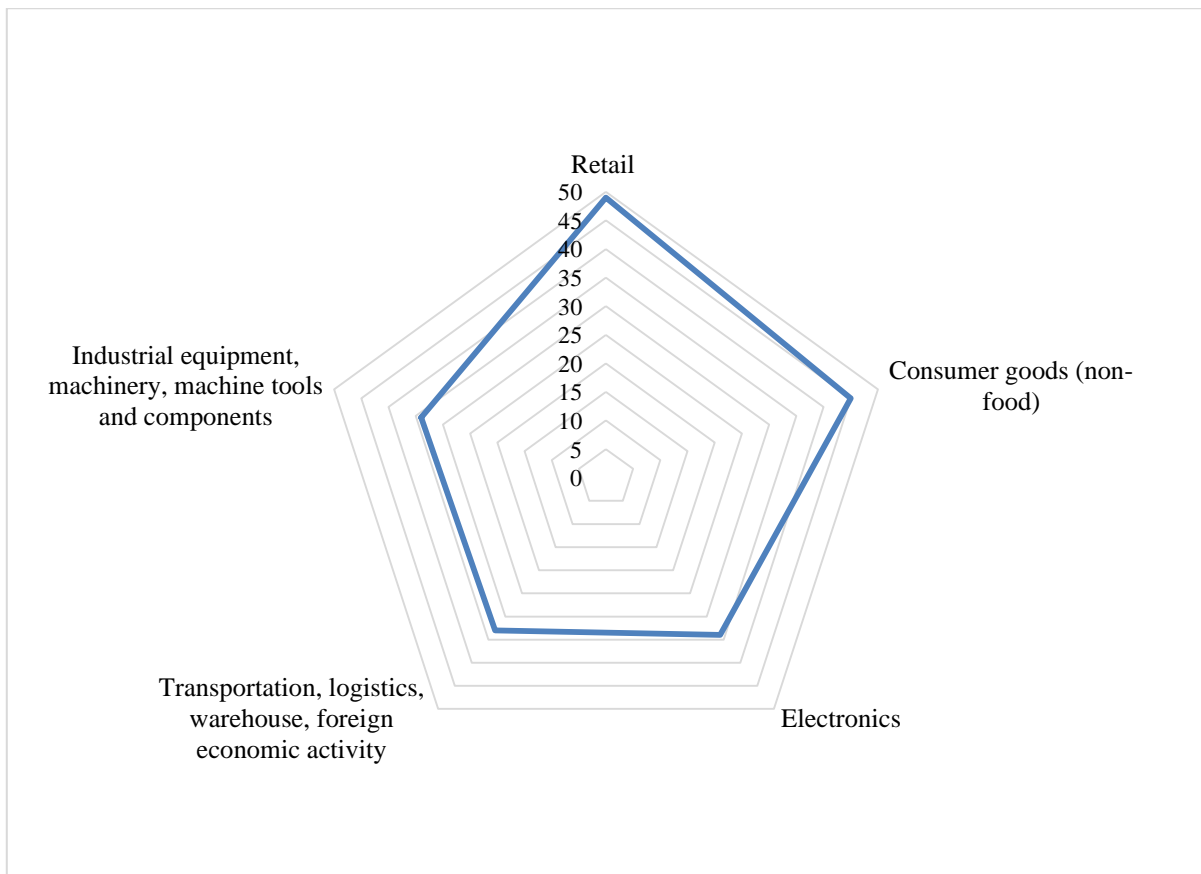


Figure 1 – Russia: open vacancies for specialists in foreign economic activity by sector, December 2021
Source: author, using HH.ru

Most vacancies involve FL proficiency, teamwork and negotiation skills. The requirements to FL level depend on labor function. Nevertheless, 6 out of 8 labor functions incorporate the need for specialist in foreign economic activity to acquire business communication ethics and negotiation rules (Table). Moreover, 1 out of 8 labor functions also include business ethics and communication with foreign partners in required knowledge section. Therefore, correlation between labor function and FL level is hardly observed.

The function-related English level is also controversial. Based on Common European Framework of Reference (CEFR) communication for English level A2 is limited to familiar topics. However, the labor functions below are inconsistent with English level A2. Methodologically-wise at least English level B2 is needed to successfully perform these labor functions.

Table – Specialist in foreign economic activity: English level by labor function

English level	Labor function
English level A2	to collect and analyze information about the requirements for the company's products in foreign markets
	to determine the competitive advantages of the company's products in foreign markets
	to prepare for a foreign trade contract conclusion
English level B1	to support a foreign trade contract documentary
	to organize transport and logistics support within a foreign trade contract
English level B2	to control over the obligations fulfillment under a foreign trade contract
	to organize foreign economic activity
	to develop a plan of foreign economic activity and to control how it is implemented

Source: author, using professional standard "Specialist in foreign economic activity" [6]

In order to develop relevant skill set case study can be encompassed in international programs for economic specialists. Case study as a form of interactive method in many ways is similar to a business game. As well as business game, case study mocks business situations in professional activity through social interaction and enables critical thinking [5].

In the field of FL professional education case study also allows to form the ability to identify a problem, perform information search, analyze situations in details and provides "immersion" in the language environment [1].

In accordance with World Economic Forum, critical thinking is considered to be the key skill for success in professional activity [9]. Therefore, case study is needed to be introduced to develop this competence. In this regard, an analysis of the undergraduate programs' curricula in leading Russian economic universities can be a promising direction in the didactic possibilities study within FL professional education.

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*Д. О. Тупкало (Санкт-Петербург, Россия)
Российский государственный педагогический университет им. А. И. Герцена*

Трансформации крылатых слов в немецкоязычных рекламных текстах

Исследование рекламных текстов, их функций и средств воздействия представляет на данный момент особый интерес. Включение крылатых слов в рекламный текст является одним из способов привлечения внимания реципиента для его дальнейшей посткоммуникативной деятельности. Крылатые слова часто подвергаются видоизменениям для создания определенного эффекта. В статье рассматриваются трансформации крылатых слов в рекламных текстах.

Ключевые слова: крылатые слова, рекламный текст, трансформации, функция воздействия