

THE DEVELOPMENT OF FOREIGN LANGUAGE PROFESSIONAL COMPETENCIES OF PUBLIC ADMINISTRATION STUDENTS

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ABSTRACT

For the full implementation of strategic goals of public administration, as well as a worthy representation of the interests of the state at the international level, civil servants must have high foreign-language professional competencies.

Practical issues of educational and training programs in the field of these competencies development are carefully studied by the author. The current state of the level of language training of future civil service students (undergraduates, graduates, and post-graduates) at the Institute for Social Sciences of Russian Presidential Academy of National Economy and Public Administration (RANEPA) is analyzed. It includes the definition and formulation of tasks, goals, curriculum technologies, qualification requirements of future civil servants, the ways of improving the quality of their knowledge of foreign languages, improving the methodological support of foreign language teaching, the creation of textbooks and teaching aids to solve the above mentioned problem etc. The research methods include theoretical research, analytical research methods, methodology of empirical research, methods of comparative research, etc.

The conclusions are made on the results of the analysis. The ways of the improvement of the programs for better development of civil servants foreign-language professional competencies are outlined. Some recommendations for teachers and education managers are presented.

Public administration, strategic goals, public administration students, foreign-language professional competencies, educational and training programs, the analysis of the current state of language training, recommendations for teachers

INTRODUCTION

Public policies for the education and training of civil servants at all countries of the world address the common goals and objectives of public service. At present, the professional mission of public administration is determined by the social nature of the public service, the main purpose of which is to serve people of various social, economic, political, ethnic, religious groups, and unite them with a common interest both within the state and at the international level. All civil servants, as well as the students studying at the faculties of public administration, must have high foreign-language professional competencies which are needed for the full implementation of public tasks, as well as a worthy representation of the interests of the state at the international level, the assimilation of best practices of foreign countries in the field of public administration, cooperation of public authorities at the federal, interregional and interstate levels, etc. As it is mentioned in NISPAcee mission documents, “NISPAcee is an arena for East - East collaboration through assisting, mediating and facilitating joint research, educational and training programs and discussions between instructors, civil servants, trainers, public sector managers and politicians”.¹ In this regard, the problem of the development of foreign language professional competencies of students studying at the faculties of public administration is of particular relevance, and the process of the development of these competencies requires careful study and improvement.

The aim of our study is to analyze the current state of the level of language training of future civil service students (undergraduates, graduates, and post-graduates), the formulation of tasks, goals, and the requirements to future civil servants necessary to improve the quality of their knowledge of foreign languages. To improve the methodological support of foreign language teaching we tried to compose the new program, combining the use of both old and new technologies of studying ESP, which includes not only the use of textbooks and teaching aids, but such new technologies as E-learning, online-courses, project design, vocabulary study etc. This new program will help the teachers to give the students not only a purely theoretical knowledge of PA² foreign language, but to develop the communication competencies of PA students.

Basic fundamental and applied problems (hypotheses) solved in the framework of the study are the following: the research and the improvement of the process of the development of foreign language professional competencies

¹ NISPAcee mission documents, nispa.org.

² PA – Public Administration

of public administration students will improve the quality of language training of civil servants in accordance with the new qualification requirements for civil service positions of senior and higher groups of civil servants in the XXI century. The object of research are the students, undergraduates and graduate students - future civil servants - studying at the faculties preparing public administrators at the Institute for Social Sciences (the ISS)³ of RANEPA, Moscow. Research methods and methodology are theoretical research, analytical research methods, methodology of empirical research, methods of comparative research, etc. These methods make it possible to perform the research mentioned and to give a methodological support of foreign language teaching of PA students.

The author's research experience in the relevant field: MPA with distinction of London Metropolitan University, PhD (Pedagogical Sciences, 2007), three years' work experience as an Associate Professor at the Department of Language Training of RANEPA Institute for Social Sciences; more than 60 publications in Russian and foreign periodicals, including monographs and textbooks concerning education in the field of public administration; academic research and the establishment of the UNESCO Chair at the Academy of Law and Management, Moscow; international cooperation with foreign organizations in the sphere of training specialists in the field of public administration and language teaching; participation at international and Russian public administration conferences; the supervision of students' research work, reviewing Master's theses, etc.

The degree of research development of the studied question was partially considered by Belcher, D. E., Dudley-Evans, T., St. John, M. J., Kareva V., Graham, J. G., Beardsely, S., Hutchinson T., Waters A., Abramova, Z. V., Koretskaya O., Krasnyuk A., Korotkina I. etc. However, the theme is not developed fully and requires significant improvements in view of the modern Requirements of «The Concept of Sustainable Development until 2030»⁴, adopted by the UN in 2015 and «The Strategy of Innovative Development of Russia until 2020».⁵

FOREIGN LANGUAGE PROFESSIONAL COMPETENCIES DEVELOPMENT: FROM THEORY TO PRACTICE

This work may be considered as a component of the research in the field of studying of foreign language professional competencies development of students of the faculties of public administration. After analyzing the literature on the subject we have defined the principal objectives and the scope of the research and the methods we should use during it.

The scientists who research civil service in Russia, and abroad said about the importance of the problem of improvement of foreign-language competencies of future public servants: “The institutions from the public sector, such as different governmental bodies, ministries, the local government, public enterprises, the courts and other public organizations need administrators with good communicative skills in English for their contacts with the international community and the representatives of international organizations in the country on topics and with vocabulary related to the field of public administration and politics”.⁶

We have considered the above-mentioned publications and drew the conclusion that now the problem of developing of public administration foreign language professional competencies gains special actuality. The use of text-books containing only the information about the history of public administration in different countries, about theoretical problems of public administration functioning in different countries and at different times as well as the discussion of the problems of business English use are not quite sufficient for modern tasks of public administration. There exists a gap between the real practical needs in foreign language competencies of public servants and the contents taught during language training at PA faculties of universities. In our opinion, teaching English for Special Purposes for public administration and the development of foreign language competencies at public administration faculties of universities requires special attention and more practical approach. New qualification requirements of public servants in the XXI century as well as practical needs of public service should be first of all taken into account. The programs of study should not include only general information about public service as they often seem to do now. Foreign language teaching programs should be ‘tailor-made’ for public servants. Though some general above-mentioned theoretical and historical information about public service may also be included, the language programs should not be limited to such information. The practical approach to the creation of the programs’ should be applied, when in the first place the communication skills of PA students and other necessary foreign language competencies should be developed.

Why the development of foreign-language competencies of the real and future public servants is so necessary now? Why is it so relevant in the XXI century? We can say with certainty that the development of foreign language competencies of the real and future public servants (PA students) and the improvement of studying a foreign language would make a great contribution to the development of the general professional competencies of public administration servants:

³ ISS – Institute for Social Sciences

⁴ The Concept of Sustainable Development until 2030

⁵ The Strategy of Innovative Development of Russia until 2020

⁶ Veronika Kareva English for specific purposes: Public administration and political sciences *Procedia - Social and Behavioral Sciences* 70 (2013) 1477 – 1481

- it would raise theoretical literacy of public servants who can easily read foreign theoretical and professional literature and read the publications concerning practical results of the activity of public administration servants (best practices) that will allow them to use valuable professional experience of public administration servants of other countries;
- development of foreign-language competencies of public administration servants would allow them to increase their publishing activity, to get over to the experts in the area the results of the researches in the field for the purpose of better cooperation in the field of public administration in modern PA environment;
- the development of foreign-language competencies of public administration servants is necessary for the needs of academic mobility;
- the development of foreign-language competencies of public administration servants could allow them to carry out successfully the export of education in the relevant field of knowledge;
- the development of foreign-language competencies of public administration servants will allow them to work in international organizations;
- the development of foreign-language competencies of public administration will make the communication in PA environment much better etc.

To provide the full description of the practical steps taken in the field of developing of foreign language competencies at the Institute for Social Sciences (the ISS) of RANEPА, Moscow, at 2018/2019 year of study some practical aspects have been studied by the author. Some conclusions were made which, in our opinion, could help the universities' teachers working in the field of public administration education to improve the process and the results of teaching a foreign language for specific purposes.

ENGLISH FOR SPECIFIC PURPOSES (ESP) AND “PURPOSE MINING”

As it had been said, our particular field of study concerned foreign language competencies of the PA students of the Institute for Social Sciences (the ISS) of RANEPА University, Moscow, Russian Federation. The ISS is focused mainly on social studies, humanities, liberal arts, management, global governance, and public policy. At the ISS at RANEPА, Moscow, the undergraduate students study at 20 bachelors' programs and 19 masters' programs including such specialties as politology, management, psychology, public relations, regional studies, philology, sociology etc.

The students study many foreign languages at the PSSS. Among them are English, French, German, Spanish, Italian, Chinese, Japanese, Arabian, and others. However, the first foreign language for all the students is English as the “*lingua franca*” for all studying public administration as a future profession, so our research first of all concerned the students - learners of English. Studying English as the first foreign language is obligatory for all the students of the ISS of RANEPА University. The learners of English at the ISS at RANEPА study both General English and English for Specific Purposes (ESP). What is English for Specific Purposes? It is defined in professional literature in such a way: “English for specific purposes (ESP) is that area of English language teaching which focuses on preparing learners “for chosen communicative environments”⁷. Its communicative orientation is also highlighted by Hutchinson⁸ who defined ESP as a branch of the tree of English language teaching (ELT).

Before compiling programs for every professional profile at PA departments one should make needs analysis so that the language use in the specific context should become clear to learners. The students should use English in their future profession, so the general analysis of the needs of the students should be made. Needs analysis before studying the English language as a professional language should, of course, be applied to study materials proposed by the teacher. As the scope of the students' needs in studying the professional English in public administration area is vast, in our opinion, such analysis as the so called “purpose mining” should be also applied. What is “purpose-mining”? This term was introduced by Jim Scrivener in his “Teaching Notes”, published in March, 2019. He said that English for Specific Purposes (ESP) involves more than just working with texts and examples relevant to a particular professional area. He insists that needs analysis before studying a foreign language as a professional language is a more general phenomenon. Formulation of tasks and goals of studying a language should be narrowed to meet the full requirements of a student. It should include, for example, the following questions, suggested by Jim Scrivener:

“Ask a learner “Tell me one specific task that you need to use English for. When the students answer that, ask further questions that uncover more and more wide-ranging details. Each time you get an answer, ask more, like a miner digging deeper into the situation, moving slowly from the general situation to specific task difficulties and language problems. Aim to build up a focused detailed picture of a single occasion where your student needs English. Simply talking it through in this way can be helpful for a learner as they clarify for themselves where some real problems are. Beyond this it can form the basis of Real-play and Reformulation activities.”⁹

⁷Graham, J., Beardsely, S. (1986) English for Specific Purposes: Content, Language, and Communication TESOL Quarterly, Vol. 20, No. 2. pp. 227-245 Published by: Teachers of English to Speakers of Other Languages, Inc. (TESOL) Stable URL: <http://www.jstor.org/stable/3586542>. P. 228

⁸ Hutchinson T., Waters A. (2002) English for Specific Purposes Cambridge University Press. P. 16-19.

⁹ Scrivener Jim Teaching Notes, March, 2019

The teaching methodology should be chosen in accordance with the results of needs analysis and ‘purpose mining’. As the profiles of the students of the ISS are different, every profile requires special program of teaching a language depending on the student’s profile. In analyzing the needs of the students of the ISS at RANEPA, Moscow, a questionnaire was compiled by the author concerning the foreign language competencies to be improved for 4 profiles (Liberal Arts, Psychology, Management, and Politology). We consulted the teachers who had taught the language courses for these profiles previously and the teachers who teach these courses now. We think that the talk to former students who were employed at the institutions from the public sector should be also of use for compiling the programs, but this analysis will require much time and we shall have to wait until we obtain the necessary information. Before creating the programs of study for every profile the results of needs’ analysis and ‘purpose mining’ have been taken into consideration. When analyzing the results of the students’ answers we could see that it were the students who gave us the most valuable information about what they thought they would need English most and which language competencies they should prefer to develop.

FOREIGN LANGUAGE COMPETENCIES TO BE DEVELOPED

Foreign Language Professional Competencies are based on the integration of the four language domains: listening, speaking, reading, and writing. Learners are expected to achieve these competencies in both English and Russian in their discipline of study by the time they complete their degree. In the work “Dual Language Professional Competencies Performance Outcomes and Performance Indicators” the foreign language competencies are describes in the following way:

«Listening: Learners understand messages spoken by others, and are able to listen carefully, using specific techniques to clarify what they have heard. Learners apply listening skills as individuals and members of a group in a variety of settings such as lectures, discussions, conversations, team projects, presentations, and interviews.

Speaking: Learners orally communicate effectively in professional and social settings. Learners speak appropriately according to the situation and make messages understood, using correct grammar, sentence structure, tone, expression, and emphasis.

Reading: Learners read fluently, comprehend, and acquire knowledge through a broad range of written materials, both traditional and electronic print, pertaining to their discipline. Learners use strategies and processes for constructing meaning before, during, and after reading.

Writing: Learners demonstrate their knowledge through writing for a variety of audiences and purposes through different writing styles that include standard rhetoric themes, business letters and reports, financial proposals, and technical and professional communications. Learners develop high-levels of writing skills and produce documents that show planning and organization as well as conveying effectively the intended message and meaning.

The set of competencies refers to students’ learning, academic outcomes, and the students’ career readiness.”¹⁰

At the end of the studies learners should demonstrate all above-mentioned foreign language competencies which could allow them to work in the field of public service successfully. The Department of Language Teaching at the Institute for Social Sciences of RANEPA, Moscow, made up the tables to chart the assessment criteria and the degrees of forming and development of foreign language competencies of the students for bachelors’ programs of studying English at the ISS to follow the process of it during four years of study. The assessment criteria were listed for every stage of studying English. The tables for two terms of study are given in the Appendix 1 (1-st term) and Appendix 2 (2-nd term).

TEXTBOOKS AND EXAMS

Two years ago all the teachers of English at the ISS used different textbooks for teaching, and so during the exams there was no uniformity in the development of students’ foreign language competencies. This year the situation has changed. As all public servants should have common basis for the development of their professional competencies including their foreign language competencies they should pass the unified exams for acquiring foreign language certificates. In our case these exams are: Cambridge Exam for the First Certificate in English (for the first and the second courses)¹¹ and Cambridge IELTS exam (for the third and the fourth courses).¹² These exams should be passed by all the students of the ISS. They present the common English language support for all the students studying at different faculties of the ISS.

Such changes in the program of studying professional English of PA students make it possible to adjust the program to the needs of the students so that closer connection with qualification requirements of public service students could be achieved. In our opinion, it is a more practical approach to the development of foreign language professional competencies of the students. The textbooks used by all the teachers for all the specialties of the 1-st

¹⁰ Dual Language Professional Competencies Performance Outcomes and Performance Indicators© Discipline-Based Dual Language Immersion Model AGMUS Ventures, Inc. 2013© December 16, 2013

¹¹ Richard Mann, Nick Kenny, Jan Bell, Roger Gover. First EXPERT Student’s Resource Book with key. Third Edition – with March 2015 Exam Specifications Pearson Education Limited 2015 p.176

¹² Guy Brook-Hart and Vanessa Jakeman Complete IELTS Bands 6.5-7.5 with CD-rom p.192

and 2-nd course are the same. They are Richard Mann, Nick Kenny, Jan Bell, Roger Gover First EXPERT Student's Resource Book with key Third Edition with March 2015 Exam Specifications Pearson Education Limited 2015.

At the 3-rd and 4-th courses' students use the same textbook - Guy Brook-Hart and Vanessa Jakeman Complete IELTS Bands 6.5-7.5 with CD-rom. Thus the uniformity of teaching professional foreign language is achieved by the teachers on the exams for getting FCE certificate and IELTS Certificate during 4 years of study. The certified teachers of English – the native speakers – usually take these exams. The teachers of English at the Academy are responsible for the results of these exams as they help students to get ready for them. The last year of study (2017/2018) not all the students passed these exams successfully. One of the reasons of it was an insufficient preparation for the exams, not much time for preparing to the exams, the lack of uniformity of textbooks and teaching aids. All the drawbacks of preparing for the exams were taken into account and corrected this year, so in 2018-2019 the students showed much better results during their exams. Some students, however, who were not prepared for the exams properly, are going to pass them at the next year of study.

However, the needs analysis showed that more attention should be given to developing such communication skills of PA students as listening, speaking and writing. The final exams of PA students at the ISS, RANEPa, Moscow, include such parts as "Social and Political Vocabulary", online courses with specific professional vocabulary, Project Design (for the 3-rd course of study). Such factors as attendance, participation in work during lessons contributed to the final mark of every student. We analyzed students' work during the first and the second term of the year 2018/2019 in four students' groups of Liberal Arts (80 students) and found out that the progress had been made during the year with the use of the new approach to learning. The placement tests at the beginning of the year and the tests in March, 2019, of 80 students had been compared, and we could see that the students showed the progress in their results.

VOCABULARY STUDY

One can read the words in the article of C. Connolly Knox in the Journal of Public Administration Education: "Administrators not only need to know about communications, they need to be able to communicate".¹³ The first thing necessary for effective communication and understanding is the common professional vocabulary. So the development of professional foreign language PA vocabulary is so important when teaching future public servants.

Professional communication on the topics concerning public administration is based on the general vocabulary studied during 4 years of study (FCE certificate, IELTS certificate), the uniformity of teaching professional foreign language being achieved by this program.

Besides, the new forms of English practice have been introduced to the process of teaching professional English at the ISS. Among them are such courses as "Social and Political Vocabulary" (1/3 of the whole program, 2/3 of the whole program is the part of getting ready for common exams FCE or IELTS), supplementary online courses for the 3-rd and the 4-th course of study with specific professional vocabulary, Project Design based on specific professional vocabulary, and research work and participation in students' conferences. Besides, a short course of Academic Writing was studied by the students to help them in writing their research work.

The programs depend on the specific study profile of an undergraduate or postgraduate student, for example, management, psychology, politology, regional studies, public relations, philology, journalism etc. The vocabulary of every course reflects the specific character of the course. The online courses' vocabulary and the terms for the courses are chosen by the teachers of profile education, and the courses are compiled also in close collaboration with the teachers of profile education and language teachers. This form of work has been applied in the previous year of study (2017/2018), and it has being constantly developed this year (2018/2019).

In our opinion, overall understanding of the main PA terms should help better cooperation of PA servants in Europe. We think that International PA English Vocabulary for undergraduates, MPA, Ph.D students and practitioners of European governmental institutions should be compiled and published. Before that the thorough analysis should be performed concerning the scope of terms and English professional vocabulary necessary for future public administrators and for their better cooperation. It could help to avoid discrepancies in understanding main ideas of PA service in different countries. Besides, such International Vocabulary could help to build Education modules on the basis of English Language Departments and Chairs in academic area (Academies, Universities, Schools of PA, etc.). Still it is not a simple task which requires much time and effort. Besides, some requirements to general linguistic knowledge should be observed, for example such as knowing clear and concise PA terminology in mother tongue for better orientation in English PA terminology. These terms should include the English equivalents for the names of authorities and governing institutions (at least at neighboring countries). The analysis of the websites of authorities' departments should be made, the structures of the authorities and governing institutions should be compared, their similarities and different features should be found. The International PA Vocabulary could help the teachers of professional PA English. At the lessons the practical steps of using the International PA Vocabulary should include finding names for PA departments in both English and mother tongue,

¹³ C. Connolly Knox. Teaching Grammar and Editing in Public Administration: Lessons Learned from Early Offerings of an Undergraduate Administrative Writing Course. JPAE 19 (3), 515–536

modelling working situations in English, when public servants communicate with citizens, compiling easy-to-read documents using PA terminology etc. The course “Social and Political Vocabulary” at the ISS at RANEPa, Moscow, should fulfill these tasks partially, and the vocabulary analysis of this course could be included into the International PA Vocabulary as a part of it. This course should be improved and widened during the following year of study taking into account the thorough analysis of students’ needs and purposes.

ACTIVE FORMS OF TEACHING

As it had been said, to develop full proficiency of public servants one should develop their proficiency of foreign language in four fields (listening, speaking, reading, and writing) in line with modern technologies of teaching a foreign language. Among them are innovative methods and technologies: modular training technologies, business and role games, collective problem solving, group discussions etc. The programs of study in different PA profiles should be worked out in close cooperation with the teachers of profile disciplines. The teachers of English should also provide the opportunity for the students to use special computer programs.

One of the most effective ways of developing language competencies is the case – study method. Students acquire all above mentioned competencies (listening, speaking, reading, and writing) through thorough examination of particular cases (best practices). For better understanding of their future professional environment the teachers compare best Russian vs. European practices (mostly of neighboring countries). Thus the case-studies may help undergraduates to avoid linguistic discrepancies in future. As V. Kareva puts it, the teachers may create effective learning environment using particular terminology for the case, so the students will use an audience-centered language and provide reader-friendly documents for their future career. Feedbacks (after case-studies) help teachers and students to evaluate the effectiveness of the study, to understand clearly all the difficulties and discrepancies in problem solving.¹⁴

Public administration graduates need to possess well-written, concise, and audience-centered writing skills as well as to understand government and the nonprofit sector’s discourse community. Such forms as collective problem solving, group discussions would be of a great help to master the communication skills of students. The main goal of applying all these forms is to encourage students to speak freely on a subject through setting clear communicative tasks.

Business and role games are also helpful for improving such foreign language competencies as listening, speaking and reading, as well as such professional competencies of PA servants as team-work and collaboration. Learners demonstrate and deepen their understanding of discipline knowledge and skills applying these to real life professional situations and environments. Such games provide learners with opportunities for practice that result in deeper understanding of the information obtained and skills’ development.

Problem solving requires of learners formulating and proposing solutions using the vocabulary and terms, characteristic of the discipline of study. Problem solving requires that learners understand ideas, ask and answer questions, convey their own ideas, and explain their process of thinking. Such language competencies as reading and writing are developed during problem solving. This method can be combined with team work which develops such language skills as, first of all, listening and speaking. Team work requires also such skills as reading and understanding of professional texts, the ability to select the necessary information from a big variety of sources containing both written texts and visual media. Problem solving develops such skills as writing letters during business correspondence using e-mail and other types of communication. All this may help PA students to contribute effectively to group work and discussions and develop writing competencies of PA students.

E-LEARNING AND ONLINE COURSES

Using E-learning technologies and digital media on the discipline of study helps the students to obtain the necessary information, ideas, solve problems, make up projects, to communicate with each other on the actual topics, to make home work etc. Besides, it will help the future public administrators to get necessary skills for real life work, because digital means are becoming more and more popular in PA work and in work with citizens.

PA students will get good practice for their future work while taking part in online courses. The introduction of online courses into the process of teaching PA English at the ISS, RANEPa, Moscow, as a supplementary teaching method, may be considered as a new direction of developing foreign language competencies. Online courses are included into a general process of E-learning at the Academy. The courses are different as to their contents and depend on the specific study profile of an undergraduate or postgraduate student, for example, management, psychology, politology, regional studies, public relations, philology, journalism etc. The courses are created by the teachers competent in this or that field of study in close collaboration with English language teachers. The themes of study and the vocabulary are chosen by the teachers of profile disciplines, and English language teachers also contribute to compiling the programs.

¹⁴ Kareva Veronika. English for Specific Purposes: Public Administration and Political Sciences Procedia - Social and Behavioral Sciences 70 (2013) pp.1477 – 1481

This form of work has been applied at the ISS of RANEPA, Moscow, during the last year of study and it has been constantly developed this year. The online courses are created for such directions of study at the ISS as Liberal Arts, Psychology, Management, Politology and some others. The necessary literature for students is given by the profile teachers, so the following two tasks are fulfilled: studying the theme of the profession and studying professional English by the students of different specialties. One more important task is to adapt students to E-learning at the University and make their study easier. The students utilize technological tools and digital media relevant to their discipline of study to access information, process ideas, solve problems, manage projects, and communicate during their study. The results of online work of a student are taken into consideration when giving marks for final exams, so special attention should be paid by the students to E-learning in general and to online courses, in particular.

PROJECT DESIGN AND STUDENTS' CONFERENCES

One should also mention such a form of language competencies development as a Project Design which is widely used at the ISS at the third and fourth courses of study. Writing a Project Design helps students to develop their competencies in several directions: it develops their creative activity and special competencies on the subject they learn, it helps in their research skills development and the development of their communicative skills, and, of course, it helps substantially in the development of foreign language competencies, because the above-mentioned projects should be written in English. The results of the students' researches are delivered at students' conferences.

The examples of the Projects done during the last year of study at ISS (2017/2018) by the students of public relations department are the following: "The use of mass-media in political and economic purposes. Manipulation by Social Opinion", "Communication in Modern World", "Public Relations in Internal Medium of Organization" etc. The latest students' conference of the ISS of RANEPA, Moscow, which was held in March, 2019, was called "Global Challenges Forum'19". The materials of the conferences are published at RANEPA. The authors of the best research works are awarded prizes.

The short course of Academic Writing is taught at the 3-rd year of study at the ISS of RANEPA to help the students to use professional English when writing their research papers and making their Project Design. The Center of Academic Writing is organized at the ISS of RANEPA, Moscow. It is headed by the Doctor of Science, Professor Irina Korotkina, the distinguished specialist in PA education, the author of many books on Academic Writing.

The exams are taken in all new parts of the programs. The questions on these parts of study are also included in general exams, and the participation in conferences should be also taken into consideration when a teacher gives final marks to every student for the whole year of study.

RESULTS AND POINTS FOR PRACTITIONERS

The aim of our research was to find out which components of the new programs of PA studies of the ISS at RANEPA could contribute to the development of foreign language competencies of PA students. The principle "from theory to practice" should be observed when compiling such programs because, as we know, the former studies were based mainly on the theoretical and historical texts about PA which though they helped a lot in theoretical education of PA students, still could not help them in practical communication with each other and with citizens and did not develop practical skills necessary for their work as public servants.

First of all, the basis for studying a professional English language should be created. In our case such basis have been provided by the courses for the First Cambridge Certificate exam (the first and second courses of study) and IELTS exam (the third and fourth course of study) to provide the uniformity of English language competencies development for all the students of the same level. It is important because all the students enter the Academy with different language competencies, so they need some common knowledge and skills to start with.

The necessity of thorough students' needs analysis and the deeper analysis such as the so called 'purpose mining' should help in creating practical programs for every profile of the study and for different levels of the students. The questionnaires concerning the needs analysis should be distributed among the students of every specialty. Of course, it should be helpful to make the same analysis for the potential employers of the students but this is not so easy. So we used only the needs analysis of the ISS students of four specialties (Liberal Arts, Psychology, Management, and Politology). This analysis helped the teachers to build the programs for developing the skills and competencies (Reading, Listening, Writing and Speaking) that were pointed out by the needs analysis of the students.

One more important thing following from the needs analysis results is the necessity for compiling programs in close collaboration with profile teachers who can help a language teacher to choose the topics for discussion and the appropriate vocabulary for every specialty. Profile teachers can also supply the students and language teachers with the list of professional literature on this or that profile of study.

We have found out that the development of professional foreign language PA vocabulary is very important when teaching future public servants. After thorough students' needs analysis we made a conclusion that, overall understanding of the main PA terms should help better cooperation of PA servants in Europe. The epoch of globalization and closer international communication in XXI century requires the creation of the International PA English Vocabulary and PA Vocabularies in other languages. The course 'Social and Political Vocabulary' was

created and introduced at the ISS, RANEPa, Moscow, for every profile of study. It took approximately one third of the whole program of study in every profile. The course 'Social and Political Vocabulary' created at the ISS of RANEPa, Moscow, may be considered a contribution to the International PA English Vocabulary. Besides, the course will help students to develop all above-mentioned English language competencies for their practice while studying or working as PA servants.

Modern technologies of teaching a foreign language should be used during studies to make them closer to practice. Among them are modular training technologies, business and role games, collective problem solving, group discussions etc. They are widely used at the ISS of RANEPa, Moscow, in line with E-learning technologies and digital media on all the disciplines of study. E-learning technologies help the students to obtain the necessary information, ideas, solve problems, make up projects, to communicate with each other on the actual topics, to make home work etc. They help the future public administrators to get necessary skills for real life work, because digital means are becoming more and more popular in PA work and in work with citizens. E-learning contributes a lot to the development of foreign language competencies as a part of the development of general proficiency competencies of PA servants, so at the ISS of RANEPa, Moscow, special attention is paid to E-learning of the students.

The example of E-learning is the creation of online courses for different specialties of PA students at the third and the fourth courses of study at the Academy. They cover such profiles of study as Liberal Arts, Psychology, Management, Politology, and some others. Creating the effective learning environment and compiling the English programs of the courses is done in close collaboration with profile teachers. The list of the obligatory and supplementary literature in English on all the subjects of study is also provided by profile teachers.

One more stage of work at the third and the fourth courses of study is a Project Design work. The students are taught to carry out a research work, make up a Project in English, and make a presentation at the students' conferences of RANEPa, Moscow, or at other conferences with appropriate subject or topic. The course of Academic Writing helps the students to obtain the skills necessary for presenting the results of their work.

Our research showed that the development of foreign language competencies and practice oriented study of professional English at the ISS of RANEPa, Moscow, made it possible for PA students to be closer to real life goals of public administration, to fulfill their PA tasks better after the graduation of the Academy.

All new parts of the ESP programs of ISS will be included into the assessment procedure during the final exams, and the results will demonstrate the grade of the students' readiness for using English for communication purposes and for work with citizens in their future work as PA servants.

CONCLUSION

The main fundamental and applied results of the research, in our opinion, contribute to the creation of educational and methodical base for the formation and development of foreign language professional competencies of students, undergraduates and postgraduates studying at the faculties of public administration. The materials and the results of the research may be used by practitioners in public administration and public policy education which will make it possible to improve the quality of language training of future civil servants.

The potential use of the research is extensive. The results of this research may be used:

- for methodological support of professional training of the persons who are going to hold positions of senior and higher civil service;
- for cooperation in the field of international activities of public authorities;
- for implementation of public tasks to improve the skills of future civil servants at all levels;
- for use of research results for the benefit of the «The Concept of Sustainable Development until 2030» (UN, 2015);
- for use of research results in the field of planning language training of public service personnel in accordance with the qualification requirements of the «Strategy of Innovative Development of Russia until 2020»;
- for the development of specific directions, measures and mechanisms of state policy in the field of professional development of civil servants;
- for analysis and prognostic examination of the fundamental medium-and long-term factors and trends in the formation of public policy in the field of training of future civil servants;
- for qualitative improvement of education standards in the field of training of civil servants;
- for better communication and work with citizens at both local and international levels.

Further work for developing foreign language competencies of PA students should be done at foreign language departments of universities, and we hope that our research will contribute to it and help the ESP teachers of other countries to create effective learning environment for future public servants.

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EVALUATION TOOLS AND CRITERIA FOR THE ASSESSMENT OF STUDENTS ON THE DISCIPLINE "ENGLISH LANGUAGE" (1 term, 2018-2019 academic years)

In the development of the curriculum, the selection of educational materials and assessment tools, as well as in the development of criteria for assessing students' progress, we focus on the "Common European Framework of Reference: Learning, Teaching, and Assessment".

The Chair of English language of the Institute of Social Sciences (ISS), PANEPA, Moscow, adopted score-rating system of assessment, according to which the student can score 100 points during one term, and they are distributed as follows:

1 and 2 course

1 module – maximum 15 points	Modular control work– maximum 10 points	2 module – maximum 15 points	Credit/exam – maximum 60 points
5 points – for attendance 10 points – for work on the course of “General English”	10 points	5 points – for the work on the course "Social and Political aspect of the English language" 10 points – for work on the course of “General English”	Written work – 30 points Oral exam– 30 points

3 course

1 module – maximum 15 points	Modular control work– maximum 10 points	2 module – maximum 15 points 2	Credit/exam – maximum 60 points
5 points – for attendance	10 points	5 points – for the work on the course “English for Specific Purposes”	Written work – 30 points
5 points – for project work		5 points – for project work	Oral exam– 30 points
5 points – for work on the course “English for Academic Purposes” or “General English”		5 points – for work on the course “English for Academic Purposes” or “General English”	

4 course

1 module – maximum 20 points	Modular control work– maximum 20 points	2 module – maximum 20 points	Credit/exam – maximum 40 points
5 points – for attendance 15 points – for work in the classroom	20 points	5 points – for attendance 15 points – for work in the classroom	Written work – 20 points Oral exam– 20 points

Project work suggests the creation of a project on the topic corresponding to the theme of the major subject. The developed skills are: creating one's own project, proving its relevance and its novelty, the skill of defending one's own project, the skill of writing and speaking on a professional topic. It is supposed that the projects should be defended at the Department of Foreign languages the managers and teachers of the profiles being invited.

EVALUATION TOOLS AND CRITERIA FOR THE ASSESSMENT OF STUDENTS ON THE DISCIPLINE "ENGLISH LANGUAGE" (2 term, 2018-2019 academic years)

In the development of the curriculum, the selection of educational materials and assessment tools, as well as in the development of criteria for assessing students' progress, we focus on the "Common European Framework of Reference: Learning, Teaching, and Assessment".

The Chair of English language of the Institute for Social Sciences (ISS), PANEPA, Moscow, adopted score-rating system of assessment, according to which the student can score 100 points during one term, and they are distributed as follows:

1 and 2 course

1 module – maximum 15 points	Modular control work– maximum 10 points	2 module – maximum 15 points	Credit/exam – maximum 60 points
5 points – for the work on the course "Social and Political aspect of the English language" (for weak and strong groups)	10 points	5 points – for the work on the course "Social and Political aspect of the English language" (for weak and strong groups)	Written work – 30 points Oral exam– 30 points
10 points – for work on the course of "General English" (15 points for weak groups)		10 points – for work on the course of "General English" (15 points for weak groups)	

3 course

1 module – maximum 15 points	Modular control work– maximum 10 points	2 module – maximum 15 points 2	Credit/exam – maximum 60 points
5 points – for the work on the course "English for Specific Purposes"	10 points	5 points – for the work on the course "English for Specific Purposes"	Written work – 30 points
5 points – for project work		5 points – for project work	Oral exam– 30 points
5 points – for work on the course "English for Academic Purposes" or "General English"		5 points – for work on the course "English for Academic Purposes" or "General English"	

Project work suggests the creation of a project on the topic corresponding to the theme of the major subject. The developed skills are: creating one's own project, proving its relevance and its novelty, the skill of defending one's own project, the skill of writing and speaking on a professional topic. It is supposed that the projects should be defended at the Department of Foreign languages the managers and teachers of the profiles being invited.