Communication Mobility and Tasks for its Development

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The quality of professional training is defined by:

• the willingness of a specialist to work effectively,

• their ability to adapt to the rapidly changing and uncertain conditions of the modern world,

• the possession of skills, as well as the ability to use knowledge in solving professional problems.
The problematic situation is the mental state of intellectual difficulty that arises when a person can not explain new facts with existing knowledge or unable to use known methods to perform new actions.

Makhmutov M.I.

A communicative situation is the specific time, place, activity and people involved in a dialogue, which make it unique.

Roy Harris

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Essential components that form the backbone of all PBL

- development of **both problem solving** strategies and **disciplinary knowledge** bases and skills;
- placing students in the **active role** of problem-solver;
- confronting them with **ill-structured problems** that mirrors real-world problems;
- maintaining **cross-disciplinary character** of the problems representative of the professional practice.

  - Barrows, 1986; Finkle & Torp, 1995

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General Communicative Ability (to follow Bachman, 1990, and Celce-Murcia, 2007)

Situation of Professional Intercultural Communication

Intercultural awareness

Domain-Specific Communicative Ability

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Celce-Murcia M. Rethinking the Role of Communicative Competence E. Alcón Soler and M.P. Safont Jordà (eds.), Intercultural Language Use and Language Learning, 41-57. © 2007 Springer
Communication Mobility

Ability to utilize linguistic and non-linguistic communicative ability/skills and cross-cultural knowledge in unpredictable situations of everyday professional communication.
Strategies

- Diagnostic
- Schema search
- Observation

- Individual active
- Interactive strategy
- Implementation

Passive

Active

Analytical

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Learning outcomes: Students will be able to employ the following strategies and tactics.

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<tr>
<th>Task Types</th>
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<td><strong>cognitive-search tasks</strong></td>
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<tr>
<td>Strategies 1-2</td>
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Revisiting the problem to determine if any improvements to the reasoning process and reaction quality could be made at any stages of task completion, as well as the information source and their knowledge.
Students’ Feedback

• “I forgot about the time limit and when I started speaking it took a longer time than I had expected.”

• “I didn’t expect team work to be that difficult. I didn’t know that takes so long to come to one conclusion.”

• “During the presentation I forgot the words to use and couldn’t find them in my notes. It’s better to write them separately.”

• It is really hard to combine what you have learned in Russian with what you have read or heard in English... Especially when you are pressed for time.
References


• Harris, Roy. (1987). *Reading Saussure: A Critical Commentary on the ‘Cours de linguistique générale’*. La Salle, IL: Open Court
Thank you.