

# Intersubject students' integration in the process of teaching professional French and economics

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**Abstract.** This article is devoted to the study of the problem of intersubject integration of students of economic specialties in the process of learning professional French. The author explores the concepts of “interdisciplinary integration”, “interdisciplinary training”, revealing their advantages in the modern learning process. The article also focuses on specific principles that should be laid down in a system of truly effective intersubject integration of economics students in their development of a professional French level.

## 1 Introduction

The modern world is transforming into the form of a closely connected ball where all processes are complex and interdependent. The situation puts forward a need for people to combine many theoretical knowledge with practical skills which in their unity become complex. The understanding of many processes seems to be an advantage for anyone person [12,21,23]. That is why modern education should be based on the principles of interdisciplinary training. Focusing on the interdisciplinary integration of students should be also widely used today [3,11]. It seems to us possible and even necessary to use these principles in the process of teaching professional French to students of economic specialties. While receiving theoretical skills and seriously studying French they will be able to develop their skills in communication and interaction, as well as for research, creating projects, constructing ideas about own career life in the future, since students' linguistic identity is shaped “through the development of additional knowledge and skills in all the main aspects of verbal communication – linguistic, communicative, personal, and vocational [15].

This article reflects the importance of an interdisciplinary study of subjects in the context of the topic that we mentioned. In this regard, the author sets the goal of the study, which is to justify the importance of intersubject integration for a better study of economic discipline and mastery of the French language.

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## 2 Objectives

- 2.1. Define the concept of “interdisciplinary training”, highlighting the advantages of its use in the modern training system;
- 2.2. To analyze the list of components necessary for the integrated development of the economy and the French language;
- 2.3. To highlight the requirements necessary for the successful implementation of ideas;
- 2.4. To list a number of competencies that graduates should have at the end of the program we are interested in.

## 3 Materials and methods

During the writing of the article we used the following research methods:

- 3.1. Theoretical analysis. Used in the allocation and discussion of the principles of interdisciplinary teaching of students, indicating the distinctive features of such a teaching method;
  - 3.2. Comparison. It was involved in the comparison of approaches to teach students based on an interdisciplinary nature and subject to focus on individual disciplines;
  - 3.3. Synthesis. As another type of theoretical method it helped us determine the importance of using various disciplines in the process of teaching professional French to economics students. Thanks to this, the methods were integrated and identified aspects that need to be the basis for the organization of the educational process;
  - 3.4. Abstraction. This method allowed us construct an idealized model of building and setting up the educational process to imagine what skills students should have at the end of training and what career prospects they will have;
  - 3.5. Ascent from the abstract to the concrete. We were given the opportunity to carry out sequential transitions from reasoning to a specific listing of requirements and the specifics of the organization of the educational process.
- The modern world is taking the form of a closely connected ball where all processes are interdependent and complex. It puts forward the need for people to combine many theoretical knowledge with practical skills, which in their unity acquire a complex character, structure understanding of many processes. However, modern educational programs have many shortcomings. The main one is that standard educational programs have become too divided in some disciplinary areas. So, students have difficulty understanding the connections between different forms of knowledge in an increasingly complex world [7]. This movement in higher education goes beyond the general educational curriculum which can be found in almost every higher educational institution in which students take several disparate courses in various disciplines outside their specialty. [20]. In this integrative model knowledge, research methods and pedagogy from different disciplines are combined in the context of individual courses or entire training programs. In this model teachers help students establish a connection between these disciplines in order to enrich and improve learning. This model is both new and old. What is new is that there has been a recent surge of interest and enthusiasm in society for more holistic and integrative approaches in higher education, and it has become obsolete in that it goes back to the long tradition of liberal education, which dates back to Socrates and Aristotle [13]. Today it is called “STEAM” (with the addition of “A” for “arts” to the standard abbreviation STEM for science, technology, engineering and mathematics), “convergence”, “interdisciplinary” or even “SciArt”.
  - According to scientists of the Russian National Research University Higher School of Economics, the lack of universal skills is explained by the fact that "the vast majority of

training programs are aimed at developing professional skills" [8], and "most teaching methods still focus on memorizing material and transferring knowledge without proper attention to building skills" [1]. The new modernized federal state educational standards of higher education include seven universal competencies that can be combined into three groups: cognitive, social, and behavioral (personality). The cognitive group includes the categories: "Systemic and critical thinking" and "Development and implementation of projects". To implement these competencies, cadets should have the ability to solve problem problems, analyze, establish causal relationships between facts and events, highlight the essential properties and signs of objects and phenomena. It is important in the process of training to teach cadets to independently make non-standard decisions in the face of uncertainty, which, of course, will contribute to the development of critical thinking, creative abilities, as well as independence and responsibility. In order to realize the competency "I am able to manage the project at all stages of its life cycle", research skills should be formed in the students's educational and professional activities, allowing them to search for information, see problems, design activities to resolve them, develop projects and submit them for public discussion . The increasing demands on the personality of a modern officer and his communication skills necessitate the formation of social competencies which include the universal competencies of "Teamwork and Leadership", "Communication" and "Intercultural Interaction". [16].

- According to A.G. Asmolova, G.V. Burmenskaya, I.A. Volodarsky, "the ability to collaborate, work in a group, be tolerant of diverse opinions, listen and hear a partner, freely, clearly and clearly state her point of view on the problem should be formed already in primary school and become one of the most important tasks of educating students" [2]. It should be noted that this task does not lose its relevance for higher military professional education, which also raises the urgent problem of developing communication skills and abilities of future military specialists. To implement behavioral competencies, which include the categories of "Self-organization and self-development" and "Life safety", cadets must have such skills as the ability to self-control and self-control, control their behavior and emotions, the ability to reflect, to mobilize oneself to perform tasks, psychological sustainability and other personality traits.

- The educational process, the purpose of which is the formation of universal competencies, acquires a number of features: the formation of universal competencies is carried out in the framework of the study of all educational disciplines of the university; the process of formation of universal competencies is focused on the organization of active cognitive activity of students themselves; in the process of training, cadets are involved in research and project activities, independent mastery of the necessary knowledge and skills. At the same time, research and design work are integrative, interdisciplinary in nature and meet the cognitive interests and professional needs of cadets. The methods of situational training have great potential, contributing to the acquisition of practical experience in resolving situations that actually exist in life and professional activity, the development of a research position, and responsibility for the consequences of a decision [18,14]. By their nature, universal competencies are subject-specific, that is, common to many educational disciplines, the possession of which allows students to use knowledge and skills in solving practical problems, act on the basis of practical experience in situations of uncertainty, work in a team, and quickly adapt to changing conditions. According to many scientists, the concept of "universal competencies" reflects "both the massive - necessary for all - the nature of these competencies, and the fact that they are not limited to any particular area of activity" [4]. The meta-subject nature of universal competencies ensures the integrity of the personal and cognitive development and self-development of cadets, interdisciplinarity and continuity of the organization of professional training of future military specialists. It should be noted that in the scientific works of recent years the principle of

interdisciplinarity is considered as one of the conditions for improving the educational process.

- We share the opinion of V.N. Panferova, who believes that “the content of educational and professional activities serves a completely adequate basis for an integrative synthesis of knowledge ” [17]. The need to appeal to interdisciplinary relations is explained by the multilevel and diverse changes that modern education is undergoing, including the transition to new federal state educational standards. In these conditions, interdisciplinary relations will not only allow combining different academic disciplines together, but also become a reliable and effective tool in ensuring continuity in the formation of universal competencies.

- According to M.N. Berulava, in the educational process, didactic integration is of greatest importance, thanks to which students develop cognitive skills (generalization, comparison, juxtaposition, abstracting and concretization, etc.), which gradually develop into relevant professionally significant competencies [6]. This opinion is shared by V.V. Osipov and T.P. Bugaevf, believing that “in the context of interdisciplinary integration, students form a holistic view of the studied (researched) object through the use of general scientific methods of cognition (analysis, synthesis, generalization, abstraction, classification, comparison, induction, deduction, modeling, analogy), which are the basis of integration ” [22].

- Our article is devoted to the interdisciplinary integration of students of economic specialties in the process of mastering French at a professional level. France is a major actor in the European and world arena, possessing a rich and complex culture. French is one of the official working languages of the European Union and the United Nations. In general, a degree in French language and economics prepares for a career in economics or international business with the ability to work in both French and English. That is why interdisciplinary training in professional French and economic science should combine the basic elements (modules and teaching) of the economy with the study of the French language and culture.

- The learning process should give equal importance to economic and linguistic subjects. Students should pay attention to the basic modules of the economy, and the linguistic component is intended to become their communication skill in the target language.

- We list the distinctive requirements that should be laid down in the integrated study of professional French language and economic science.

- It is assumed that, at the first stage, students must master an understanding of French grammar and syntax with the help of mentors with experience in facilitating the transition to the university competency level. Students can acquire these skills, including through the preparation of genuine and accurate translations of journalistic materials from English (Russian, German and any other language) into French [19]. Finally, learning to write in official French introduces the structures and methods used to discuss ideas on contemporary issues. This will help students improve reading and comprehension skills, use texts for vocabulary, idioms, syntax and grammar structures. Working with a native speaker in small groups, it becomes possible to discuss the topics of modern French culture and society, its economy, using audio, video and text resources [5].

- Ideally, when modern realities are seen through the prism of the past, history [6]. An understanding of modern processes in France (including economic) is impossible without ideas about its historical development. Why is modern France obsessed with the past? What are the main steps in creating modern France? How did representations of France and the French form in stories about them? Here are some of the issues that need to be studied by carefully reading the primary sources of the main periods and events of French history. On your journey you need to be guided by a number of materials: from

cartoons in May 1968 to prints dating back to the time of the French Revolution, and from stories about Charlemagne to films and texts reflecting France's constant concern about her (often controversial) recent past. With this list of knowledge, you can deepen your understanding of the aspects of French and French-speaking culture at later stages of study, etc. [22].

- In terms of knowledge and skills, the common thing for all economists is, in fact, higher economic education, then the set of knowledge and skills already depends on the corresponding direction. For financial management is necessary one thing, for analytics – another, etc.

- Nevertheless, we will try to outline the general minimum of knowledge for a typical economist. So he should know:

- the procedure for developing financial annual plans and various business plans;
- know and comply with the order and time of all financial statements;
- the procedure for the development of materials of financial, labor costs;
- market management methods, all used technologies in production;
- all methods of economic analysis and statistical accounting;
- the economist must determine the economic efficiency of new technologies introduced into production;
- all rules for processing materials in the preparation of contracts;
- all ways and methods of computing work;
- accumulated foreign and domestic experience in the rational organization of the economy in market conditions;

- What we see the requirements for ensuring intersubject study of professional French language and economics can be summarized in the following paragraphs:

- Bachelors in economics use the French language effectively in their professional endeavors.

- Upon completion of training in French (core) students must have the knowledge, skills and abilities necessary for the implementation of the following types of speech activity.

- Reading
- be able to independently read and understand authentic professionally significant texts of various kinds (newspaper articles, excerpts from monographs and reference books, tables, graphs etc.);
- be able to highlight in the texts on professional topics the main and background information, isolate the argument;
- be able to view a fairly large text / texts, find the necessary information from various parts of the text / different texts for performing a specific task;
- be able to find relevant information of professional interest, using various sources.
- Oral speech
- be able to clearly express a thought in professional situations communication, without experiencing great difficulty in choosing adequate language means.
- Dialogue speech:
- to be able to speak professionally fluently enough without preparation, denoting the interconnectedness of ideas, using the necessary terminology;
- be able to express in situations of professional communication
- personal opinion (consent or disagreement) and reinforce it with arguments, give comments, clarifications, formulate hypothesis.
- Monological speech:
- be able to make a clearly structured, pre-prepared report, state your view on the main problem, be able to

- answer a number of questions in your speech;
- be able to make a logical presentation on a professional topic, highlighting important points and providing data confirming the main statements made.
- Writing
- Be able to write clear, logical texts (reports) on economic topics in French.
- Translation Activities
- be able to fully convey when translating the contents of the text into a professional topic in compliance with the norms of lexical equivalence, as well as in compliance with the grammatical, syntactic and stylistic norms of the mother tongue;
- have strong translation skills;
- master the basic techniques for translating lexicographic difficulties;
- have the skills to find information in dictionaries (including electronic), reference books, databases and other sources
- additional information;
- have skills in post-translation text editing.
- be able to adequately convey the text content during translation on a professional topic in compliance with the norms of lexical equivalence, as well as in compliance with the grammatical, syntactic and stylistic norms of the mother tongue;
- be able to carry out visual and oral translation in normal pace of speech.

## 4 Results

The rapid development of technology and changing economic conditions make a challenge to modern specialists. A good economist must perfectly master the apparatus of mathematical analysis, mathematical logic, be able to use statistical methods, understand information technology. But when we teach economists who are also acquire French language, we should adapt new methods that could take students to a higher level and deepen their knowledge of the world. And we think interdisciplinary education is one of those methods that allow us to build a concept of intersubject integration.

## 5 Discussion

In economics, students are called upon to study the practical issues of economics and to broadly explore the relationship between economics and social processes. Additional modules are also intended to cover a range of topics, including business, politics, economic history and even the economics of climate change.

An integral part of the course should be the opportunity to spend time in a French-speaking atmosphere, environment, and better, of course, the country. This allows you to immerse yourself in the culture of the host country and develop your language to an almost native level. The main language module is to prepare students for a stay abroad, before to provide them with the skills and knowledge necessary for work and life in another culture.

What skills should students have at the end of such programs and where can they realize themselves? By the time they finish the education process, many are fluent in French and write - this is a very useful skill, because there is currently a shortage of highly qualified specialists. In addition, students will be in high demand due to the analytical skills and special knowledge in the field of economics, which they will acquire in the process of obtaining education. Both subjects provide numerous transferable skills in research, analysis, presentation and group work [10].

## 6 Conclusion

To draw a line under this work, I would like to once again note the more complicated nature of processes in the modern world, and the more complicated they become, the more requirements a person sees in the modern era. In this regard, the need for constant adaptation, appropriation to a new environment reveals its significance more than ever. A person who adapts to such conditions even in school or university years, certainly has a significant advantage in life. That is why in the modern training system, the role of the interdisciplinary nature of the development of many disciplines is growing, which allows integrating understanding of several processes at once [24]. The purpose of this article was the need to prove the importance of using intersubject integration in the process of teaching students of an economic specialty professional French. Based on the fact that the tasks also identified in the introduction of our work have been resolved, we also say with confidence that the goal of our work has also been achieved. We examined the concept of interdisciplinary training, and substantiated its significance in relation to the topic of interest to us. We analyzed the list of requirements that should be the basis of the educational process, examined the competencies that graduates should have at the end of the programs mentioned. We hope that the topic that we raise in the article can serve as the basis for further research in this direction, and some conclusions and judgments that the author dwells on can become the basis for the practical implementation of ideas in order to improve the system of modern education.

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