

The Ins and Outs of the Pragmatic Language Function in the Professional Community of Mining Engineers

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Abstract. The article deals with the pragmatic function of language in the miners' professional communication context. It is identified that the main task of the communication process is an adequate interpretation of the communicants' intentions in business. Communicative readiness of specialists of mining engineering is considered as providing the language and intercultural communication in professional situations, social adaptation and professional interaction in the multilingual environment. The pragmatic language function is regarded as a communicative integrator in the conditions of modern academic mobility and expansion of business contacts

1 Introduction

The modern professional communication is a background of acceptance and implementation of managerial decisions. The main idea of this article is correlated with a great number of scientific works on the interdisciplinary issues. The most important task of international research papers is to establish direct correlations between the nature of language as a means of professional communication and the quality of its use as a tool of professional activity.

In fact, a person's business success is only 15% dependent on his business knowledge and 85% on the ability to communicate with other people. We can only assume how much money enterprises are able to lose, and how many brilliant business ideas may never be realized because of inability to interact in professional international community. Undoubtedly, the specialists who are trained to run a business with foreign partners should have such personal qualities as the ability to communicate, taking into account the knowledge of personal, national and professional peculiarities (verbal and nonverbal) of other cultures. The professional environment is a socially-organized system of conditions, influences and opportunities for satisfying the hierarchical complex of the individual needs of specialists and the transformation of these needs into vital values. The pragmatic language function as a leading function of communication process can assist to understand this system of professional influences and conditions for the formation of personality as well the opportunities for personal development.

2 The results and discussion

The use of communicative behavior principles in business environment is relevant for the ideas of scientists all over the world [1-4]. The language does not simply describe reality but also influences on it by means of performative utterances (persuasion, promise, justification or command). J. L. Ostin represents communication by means of the speech act as a two-sided process of producing the text: speaking and comprehension / understanding the information. So, the speech act is a three-level integration: 1) the locutive act - the actual use of linguistic means (the subject of semantics); 2) the illocutive act - the linguistic expression of the stated goal and a number of conditions: the question, the answer, the information, the assurance, the warning, the appointment, the criticism (the subject of pragmatics: the performative utterance of the speaker); 3) the perlocutive act – the speech act in relation to its results (subject of rhetoric: the performative utterance of the listener).

Communication as a process of information exchange has traditionally been viewed through the prism of “language-speech” and “thinking-speech”.

But the "mythologeme" of rational thinking [5] is based on the speech as a mechanism for providing an intellectual process, and a language is viewed as an open but well-described system that subordinates a person. There is an inevitable difficulty in describing the “dialogical” relations having been named by M. Bakhtin as “the semantic relations between statements”. Actually, M. Bakhtin has formulated a linguistic pragmatic position on the status of the human factor as the predominant one in the science of the function of the language. The functioning of the language in a discourse is involved into the cooperative practical activity of people in the process of interpersonal interaction. It is one of the main directions in linguistic pragmatics. At the same time, discourse traditionally means “the speech” as a component of human interaction, which affects cognitive processes. We can see that linguistic pragmatics is closely connected with the theory of speech acts and, in our opinion, has practical significance for specialists. Particular attention is paid to the rules and conventions of language communication, which organizes the alternation of communicative speech in a dialogue, the structuring and the ordering of discourse, as well as the selection of language tools and the construction of statements in accordance with the requirements of the quantity, quality and relevance of the information, an adequate way to transmit it, roles of communicants, etc. [6].

It is necessary to mention that the speaker's verbal passport and the linguistic idiostyle of a person. A speech passport is a collection of those communicative features of a personality. It makes this person unique (or at least recognizable). The idiostyle of a person is interpreted as an option for communicating with one or another means of communication because the style presupposes a personal choice. A speech passport is an aspect of communicative behavior, and idiostyle is an aspect of communicative competence. Competence in this case is a linguistic intuition, a system of unconscious evaluations reflecting the systemic nature of the proper language in speech and language taste - the system of the person's attitudes toward language and speech in this language [7]. Analysis of the speech passport and idiostyle personality allows to identify within a particular linguistic culture of a model personality, that is, "a typical representative of a certain ethnosocial group, recognizable by the specific characteristics of verbal and non-verbal behavior and deduced value orientation" [7].

We are to refer to the most prominent founders of linguistic pragmatics: D. Crystal, J. Ostin, J. Searle, D. Hymes, etc. The English scientist David Crystal, the pragmatist, studies the language from the point of view of its use in real communication. This field of science explores the factors that determine the choice of linguistic means among all their diversity in a specific communication situation and the subsequent influence of this choice on other people [8].

It should be emphasized that the pragmatic aspect in the focus of mastering professional linguistic knowledge and skills (as well as foreign communicative and speech skills), considered as pragmatic, professionally oriented components of communication. This is the basis for creating and implementing our own cultural-specific communication principles and strategies for the formation of personal professional experience of a participant in intercultural interaction. Professional communicative orientation assumes a pragmatic use of the language (s) for professional educational purposes, including in its communicative field of many extra-linguistic factors and conditions. That is why it will be appropriate to note again that the basis of our research is the identification of innovative features of the development of the theoretical and methodological basis for the frame of the professional competence of a specialist. A specialist of the 21 century must have a sufficient level of professional maturity and intercultural knowledge according to modern requirements of the world community. We are inclined to think that the development of a "language personality is characterized not only by knowledge about the language, but also the ability to use it".

The significance of this approach is conditioned by the requests of employers for the language socialization of a specialist in the professional community. Professional communication is a mediated extra-linguistic phenomenon. Imported from outside conditions it conducts a specialist to an over-professional level. So, it is obvious that language education (as well as mathematical, technical, ecological etc.) can be regarded as one of the structural components in developing a specialist's personality.

The dual structure of specialists' professional communication is reflected in the interrelation between the subject and language aspects. We can study the integration of language as a means of reflecting communicative intent with professional goals in the natural-science, technical fields of knowledge. We can investigate the language as a means of communication, as a way of personal perception and as an integrator in professional communication. It is necessary to exclude a gap between the professional and "over professional" competencies of a specialist, thus, excluding discreteness in the conception of his training process.

The peculiarities of training specialists in management as a strategy of professional education at the level of the international MBA (Master of Business Administration) have become the subject of active discussion among teachers, psychologists, sociologists, economists. The emphasis is that the extra functional competencies of specialists, being an intangible resource of their effective professional activity, form a significant professional potential, providing a competitive advantage in the labor market. For instance, the current management training centers work out the curricula, based on the target installations for the formation and development of professional, social, cross – cultural and language competencies. The key aim of all the up-to-date training strategies is to provide the conditions for mastering the ability of a specialist to communicate in the global professional community.

In our opinion, the following factors can influence on constructiveness of communicative professional activity:

- ability to analyze achievements and errors in communication;
- availability of an adequate assessment of the results of professional communication;
- a manifestation of motivation to self-change in professional communication;
- ensuring the mutually beneficial information-content process;
- the attainability of the goal of communication and the interest in further communication.

It should be noted that theoretical and practical studies on international communication problems are devoted to the aspects of foreign language training. No doubt, English language training takes the priority position. There are some assumptions:

1. The social order and priority directions of the social and economic development of the society determine the level and content of the necessary professional competence of the specialist. Socioeconomic realities clearly represent a number of typical requirements for the modern education system. First of all, the need for the formation of a specialist in accordance with social expectations: the training of highly qualified specialists of a new generation requires an adequate language practice in accordance with the professional activity. As for the modern educational paradigm, such values as social capital, professionally oriented foreign language communication, tolerance and respect for cultural differences have become important.

2. In the educational institution, a foreign language as a discipline, actually teaching professionally oriented foreign-language communication, is the "link" of professional and humanitarian knowledge, which contributes to preserving the integrity of professional and foreign-language components. Foreign language contributes to the formation of a professional-subjective position of the specialist, develops the emotional, intellectual sphere of the learner, raises the need and the interest to obtain new knowledge. This idea allows to consider professionally oriented foreign language communication as a tool for successful activities.

3. We define professionally oriented communication as a factor of professional and personal development. A specialist must possess a set of communicative skills that manifests in professionally significant situations: solving managerial tasks and intercultural interaction.

One of the opportunities for the internationalization of business relations is the teaching of foreign languages. But in order to train specialists for effective intercultural contacts, the knowledge of a foreign language needs to be supplemented by knowledge of the nature of intercultural interaction, taking into account the characteristics of the verbal and non-verbal aspects. It is possible to improve the ability to integrate intercultural knowledge and the experience of intercultural communication into the process of professional activity.

The ability of a modern specialist in intercultural communication is:

- adequately perceive and interpret different cultural values;
- to consider various cultural peculiarities of other cultures representatives from the position of empathy;
- be able to review and change their assessments of the "alien" culture in accordance with the expansion of skills and experience of intercultural communication;
- to change the self-esteem of one's own behavior as a result of comprehending the "alien" culture; generalize their personal experience in intercultural dialogue.

Communicative business differences are based on a conceptual difference in approaches to intercultural, including language interaction. We can predict the sequence of possible troubles in intercultural communication: lack of knowledge and communicative features of another culture → communicative barrier → impossibility of achieving a communicative goal → stress → generalization and categorization of the problem → incorrect perception of communicative situations → unwilling or rejection of subsequent direct contacts in future.

Finally, the training of specialists is realized by means of such didactic methods and techniques as:

- independent modeling of business situations - to identify and analyze the causes of problem situations in intercultural communication; to master the background of effective communication;
- preparation of lexical and grammatical material for specific purposes specified by the teacher in case-study training - for the formation of behavioral communication skills of business intercultural communication;

- selection of information on a specific topic for discussions - for example, to discuss the specifics of the Russian mentality for successful communication with a business partner; in the definition of linguistic and cultural stereotypes and communicative management styles of other cultures representatives;
- independent search for information or the creative compilation of a thematic role-playing game - to develop communication skills in preparation and negotiation, presentations.

The main purpose of business communication classes is to acquire the communicators' skills of two-way communication (as a pragmatic communication act) to identify common interests and achieve mutual respect and understanding of the business partners.

3 Conclusion

The priorities of the professional community determine the level and content of competences required for specialists' professional training. In this context cross – cultural professionally oriented communication is regarded as an essential segment of the overall professional competence of the specialist. The up-to-date educational paradigm is targeted at specialists' professional and cultural development by means of professional communication. Actually, business success is mostly determined by the ability to interact in multilingual professional environment. The permanent mastering of professional skills by developing language culture of a specialist is possible only on the basis of interaction of cultures, analysis and comparison of linguistic and social characteristics in connection with a functional language aspect. Linguistic pragmatics considers the use of the language in real communication acts. It studies the factors and conditions that define the personal choice of linguistic means, the communicative style of a person in specific communication. The significance of this approach in business environment is conditioned by the employer's requests for the language socialization of a highly qualified specialist. The pragmatic language function can be considered as a communicative integrator in the global professional community.

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