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Rezumat: În articol, se descriu oportunitățile de care dispun specialiștii de limbă engleză la angajarea în câmpul muncii, în Republica Moldova. Se expun tendințele de oferire de locuri de muncă și cererile pieței muncii. Se evidențiază complexitatea problemelor educaționale și de pregătire a specialiștilor de limbi străine, care stau în fața Universității.

Cuvinte-cheie: declarația de la Bologna, piața muncii națională și internațională, specialistul de limbă engleză, oportunități de angajare.

Abstract: The article addresses itself to the career opportunities of graduates of higher education in the Republic of Moldova. It explores the trends in the supply of labor for language specialists and trends in the demand for labor. The article highlights the complexity of challenges facing the universities in determining new market-oriented educational policies.

Key-words: opportunity, language, labour market, specialist.

University life has always been changing with the times and being “an institution of higher learning providing facilities for teaching and research and authorized to grant academic degrees”¹¹² the University will face new challenges and shoulder new responsibilities. The Bologna Declaration emphasizes that universities must be market-oriented, preparing graduates for global interaction and mobility¹¹³.

It is well-known that the supply of the professionals should meet the demands of the labor market. At present the situation in the Republic of Moldova in this respect is far from being favorable. There are *too many specialists with high education but they are not wanted on the labor market in that number on the territory of Moldova so they have to go abroad or face unemployment*¹¹⁴.

According to the information of the Ministry of Education in the year 2011 the most popular university faculties with **lycee** leavers were those of economy, law, medicine, foreign languages, telecommunication, architecture, interior design, international relations, political science, information technologies, journalism, mainly in the humanities and the social sciences) while the country needs specialists in other spheres¹¹⁵.

The objective of the article is to examine the relationship that exists between education and employment and the ways in which language specialists should correspond to employment opportunities in a changing labor market.

The faculties of foreign languages are considered to be prestigious in Moldova and they are in great demand among the young people. The fact is that most of the young people are bilingual as before schooling children in Moldova are already acquainted with at least two languages, Romanian and one more, may be either Russian, or Ukrainian, or Polish, or Bulgarian etc. At school they study their mother tongue and a foreign language: English, or German, or French. It is not surprising that at the university they may want to specialize in one of them, or even two, which is the usual practice at the faculties of foreign languages.

The faculties of foreign languages train linguists, philologists, translators and teachers. The difference between these occupations is a little bit confusing. Tom McArthur explains that “since the early 20th century, the dominant name for the scholarly or scientific study of language has been linguistics (from Latin *linguistica* ‘matters of the tongue’) which replaced the more classical term philology (from Greek “philologia” love of speech)” [3, XII].

The term philologist (in Romanian *filolog*), seems to be used more frequently in Moldova since the names of faculties and chairs at the universities use the Greek word – philology. In most cases a person is called a linguist if he does research into languages and formulates linguistic theory, whereas a philologist is a person who is more occupied with literature. A translator knows at least two languages very well and can find equivalents between them while expressing ideas. A teacher is supposed to know how to teach a language. What is common to all the above-mentioned terms is that they deal with languages focusing on different interrelated activities such as research, translation and teaching.

The survey made in the first year of studies at the faculty of foreign languages shows that the majority of the students have a very vague idea about their future profession, some want to be translators, very few want to be teachers, some want to travel. It means that it is too early for the first-year students to decide their future specialization and they need help in their professional orientation in the course of their studies.

As a matter of fact, the knowledge of foreign languages is desirable in many professions and in many areas. The graduates of the faculties of foreign languages work for governmental, cultural and educational institutions: museums, libraries, kindergartens, law, police, marketing, insurance offices, telecommunications, medicine, pharmacy, media, finance, business, advertising, tourism, transport. The demand in the personnel speaking English in these areas is growing nationally and internationally. Many transnational companies need speakers of several languages: Romanian, Russian, English, German, French are in great demand everywhere, in Moldova and abroad.

It should be pointed out that English has acquired an unprecedented role in world communication. As David Crystal, the author of the Cambridge Encyclopedia of the English Language, points out “the dominant role of English as a world language forces it upon our attention in a way that no language has ever done before. As English becomes the chief means of communication between nations, it is crucial to ensure that it is taught accurately and efficiently, and to study changes in its structure and use” [1, p. 3].

The search for jobs for the English language specialists on the Internet sites in October 2011 reveals that the available jobs in London include semi-professional occupations: housekeepers, drivers, secretaries, security personnel, warehouse supervisors, office assistants, transport managers, consultants etc. It means that in addition to the knowledge of English some other important life skills must be acquired by the students to be competitive on the market.

At present the trouble with the universities is that they are little concerned about the students’ employability and future employment. If they planned for the future they would take a number of initiatives for increasing students’ employment. Much must be done in that respect on the part of the government, the society and the university.

No matter where a person gets employed, the ability to communicate in the mother tongue and in a foreign language will help him to make a career¹¹⁶. The university students must be taught how to seek jobs and how to succeed in the process of job application as well as how to carry business communication: dialogue, small talk, negotiations and presentations. Students must be aware of cross-cultural differences in speech behavior and remember that tolerance, flexibility, co-operation, civilized patterns of behavior are instrumental not only in the context of Moldova but especially in cross-cultural contexts.

Teaching communicative competence in the mother tongue and in a foreign language is a key component in university education that can lead to employability¹¹⁷. Speech and writing should be developed in the process of teaching involving the students into different forms of communication, practicing short presentations, participating in discussions, debates, conferences, making different types of public speeches.

¹¹²Webster’s Seventh New Collegiate Dictionary, USA, 1969.

¹¹³Vikasovic, M. *Deconstructing and Reconstructing Employability* //EUA BOLOGNA HANDBOOK: MAKING BOLOGNA WORK. EUA, RAABE, Nachschlagen-Finden, 2010. P. 913.

¹¹⁴Банару, Е. «Европеизация» по-молдавски //www.aif.md № 40, 2011. P. 12.

¹¹⁵Мороз, В. *Вымывание мозгов происходит постоянно* //www.kp.md.11.10.2011.

¹¹⁶Ronning, A. *Acquiring foreign language competence* //Graduate Prospects in a Changing Society, UNESCO Publishing, 1998.

¹¹⁷Ronning, A. *Acquiring foreign language competence* //Graduate Prospects in a Changing Society, UNESCO Publishing, 1998. P. 367.

All the speech activities should lead to the formation of public speaking culture, emphasizing, especially, cultural differences in speech etiquette and culture understanding, in general¹¹⁸.

Alongside communicative competences, university teachers of languages should develop generic competences necessary for success such as analytical skills, intellectual curiosity, problem solving, knowledge application, research skills, capacity to adapt, concern for quality, information management, ability to work autonomously and in a team, capacity for organization and planning, critical thinking, the need for life learning¹¹⁹.

The whole curriculum must promote employability, allowing for part-time employment and voluntary work and developing the potential inherent in co-curricular and extra-curricular activities¹²⁰. The methodology of teaching foreign languages must introduce more creative activities such as role playing, imitating possible social roles in real life situations. Teachers should try to diversify language teaching into different programs and develop special additional training programs so that students will get ready for different roles of an educator, an organizer, an assistant, a secretary etc.

The university administration should look for opportunities to enlarge the range of possible students' integration into market economy, establishing short-term and long-term cooperation between businesses and companies. To meet the demands of the market the university should offer the students various optional courses. Upgrading and re-training specialists should be among the priorities [2, p. 4].

Special attention should be given to graduates of exchange programs who must be offered some jobs upon their return to employ them in Moldova. "Overeducated" is what most of them hear from employers and leave the country. Moldova cannot afford to suffer from brain drain and there must be some responsibility taken on the part of those who organize the selection process for exchange programs¹²¹.

In conclusion, to keep pace with the time, the university with its teaching, research and degrees should also take care of its graduates employment and provide training in semi-professional occupations which are in demand in the labor market today, improving the list of obligatory courses, introducing special optional courses, extending the net of extra-curricular activities, getting in touch with governmental and non-governmental organizations.

For our graduates to remain competitive on the national and international market, changes should be made in the content and methodology of teaching at the university. The teachers should devote more attention to employment opportunities and the formation of a multi-skilled graduate, capable of realizing his or her intellectual potential to the full.

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¹¹⁹Vikasovic, M. *Deconstructing and Reconstructing Employability* //EUA BOLOGNA HANDBOOK: MAKING BOLOGNA WORK. EUA, RAABE, Nachschlagen-Finden, 2010. P. 9.

¹²⁰ibidem.

¹²¹Банару, Е. «Европеизация» по-молдавски //www.aif.md № 40, 2011.