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У збірнику наведено матеріали V науково-практичної конференції «Економічний розвиток і спадщина Семена Кузнеця». Представлено теоретичні та практичні результати наукових досліджень і розробок вчених щодо проблем економічного розвитку, циклічної динаміки соціально-економічних процесів, модернізації системи освіти, соціального розвитку суспільства, використання сучасних інформаційних технологій в управлінні системами, моделювання бізнес-процесів.

Матеріали публікуються в авторській редакції.

*За достовірність викладених фактів, цитат та інших відомостей
відповідальність несе автор.*

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FOREIGN LANGUAGE TRAINING OF STUDENTS OF HIGHER EDUCATIONAL INSTITUTIONS OF ECONOMIC PROFILE

The processes of European integration have made the preparation of non-linguistic specialties students, including future economists, one of the most important components of higher education. After all, communication in foreign languages is considered by the members of the European Commission, the Council of Europe and the European Parliament as one of the eight key competences that are formed in the learning process. In our country, at the level of state documents (the Law of Ukraine "On Education", 1996, the Law of Ukraine "On Higher Education" (2984-III), 2002, the National Doctrine of Development of Education of Ukraine in the 21st Century) speech education is recognized as one of the of the major components of higher education.

The analysis of the regulatory framework showed that, in accordance with the requirements of current foreign language (IM) programs for non-linguistic universities, students should be able to speak a foreign language at a level that will enable them to communicate with, receive and transmit information from their profession. That is, future graduates must master the communicative competence necessary for foreign language communication in the professional field [1].

Without proficiency in foreign languages, it is impossible for a future specialist to realize his or her social and professional mobility. The deepening of international economic relations with the outside world actualizes the problems of professional communication with foreign partners and there is a need to find new ways to improve the training of future specialists in the field of foreign language economics.

The problems of professional training of non-humanitarian specialists are reflected in the works by P. Atutov, I. Beha, N. Bibik, S. Goncharenko, A. Zakhlibny, I. Ziazun, N. Nichkalo, V. Sidorenko and other scholars. Psycholinguistic, linguistic and methodological problems of formation of foreign language communicative and professional competencies were investigated by scientists L. Barna, M. Barna, L. Bakhman, I. Butnitsky, I. Zimnia, I. Kozlovskaya, Z. Konnova, O. Kucherenko, O. Leontiev, I. Megalova, D. Heimz, L. Shevchyk and others. Some aspects of the professional training of economists were taken care of by scientists V. Bobrov, R. Grishkova, V. Yevtushevsky, I. Kalenyuk, Y. Kanishchenko.

Given that communicative competence is seen as the ability to realize foreign-language interpersonal and intercultural communication, and competence as the ability to work with information and people, the formation of the information culture of the economist can be considered as an integrative goal of the learning process in foreign languages. The objectives of studying

a foreign language at an economic institution of higher education are determined by extralinguistic factors, in particular the need to train competitive professionals who must have the skills and knowledge in Knowledge Management and Business Intelligence of the two complementary aspects of the European and US Business Model 3 diamond management model adopted in Europe and the USA.

The practice convinces that the peculiarities of teaching a foreign language in a non-linguistic university are: a limited program of hours spent on studying a foreign language, and, at the same time, high requirements for mastering a foreign language after completion of the course; the presence of students entering a non-linguistic college, different levels of speech training.

In the practice of teaching a foreign language in the university of economic orientation, elements of different pedagogical systems are used, which allow to successfully overcome psychological and linguocultural barriers in situations of business communication in a foreign language and contribute to the formation of communicative competence of the future specialist. Among them are the following: intensive methodologies (V. Titova, G. Kitaigorodskaya, V. Buhdinder), project method (I. Zimnya, O. Tarnopolsky, E. Polat), modular organization of the learning process (O. Humeniuk, V. Zinkevichus), V. Titova), Communicative Oriented Learning (Y. Passov, R. Millrud, I. Maximov), Personally Oriented Foreign Language Learning (A. Usatiuk, M. Montessori, J. Dewey, K. Rogers, R. Skinner) [1].

As the purpose of professional speech activity is to satisfy the need for professional information, it is professional information that acts as a factor that regulates, directs and stimulates the whole learning process.

It should be noted that the peculiarity of professional communication is that it involves two types of human activity: vocational work and speech. On the basis of professional activity and for the sake of it, the speech interaction of people unfolds along the lines of joint activity, and speech actions, in turn, are part of cognitive, professional and general activity.

The purpose of teaching a foreign language should be to teach such a type of speech activity, "which provides the learner with the maximum refresher of professional knowledge, which is often addressed by a specialist in real professional activity" [1]. Therefore, the educational process at the university of economic profile is based on the widespread use of techniques, tools and methods that contribute to the activation of students' educational and cognitive activity [1]. Specifically: case studies, case studies, business games, reviewing and writing business

papers. As a result of using such methods, a young specialist, beginning to perform his / her duties, will know well the subject of activity, the scope of his / her professional powers and tasks, and thus minimize the time for "entering" the position [1].

In the line of vocationally directed training of MI in higher education economics profile, scientists also allocate professional and communicative competence and define it as:

willingness and ability to acquire scientific knowledge in professional communication;

integral personality trait that synthesizes the general culture of communication and its manifestations in professional activity;

an integrated component of communicative management, which involves mastering the language at the level of free business communication (for professionals who have a high level of communicative and professional competence) [1].

Studying students of non-linguistic specialties of a foreign language at a university of economic profile involves a complex realization of a practical, developmental, general educational and educational goal.

The practical purpose of the study is to master students in a foreign language as a means of communication in oral and written forms in social, everyday, socio-cultural and professional spheres; acquiring knowledge about the structure of a foreign language, its system, peculiarities of functioning of certain language models and structures. The development goal involves the further development of the student's foreign language communication competence, the formation of new skills and skills of foreign language communication, his / her auditory, visual, operative and long-term memory, attention, logical thinking, volitional qualities related to successful achievement. The general purpose of the project is to enrich the spiritual world of the student, expand his horizons, gain knowledge about the culture and traditions of the country of the language being studied. The educational goal involves the education of communication culture students [1].

The pedagogical principles that can provide the formation of foreign language competence include innovative training in professional foreign language communication. Taking into account the fact that the main purpose of innovative education is to teach a person to update their knowledge throughout life, it should be noted that the basis of innovative education is the joint activity of the student and the teacher in the form of dialogue, interpersonal interactions and intensive immersion in

the subject. As for innovative teaching of foreign language, it involves the transition to equal dialogical communication, modeling of real life situations, introduction of interactive types of work: project method, brainstorming, case-method, role-playing games and more.

Innovative foreign language teaching of non-philological students is possible due to the increased motivation of students to learn and solve socio-cultural problems. In this context, it is necessary to take into account not only modern technologies of interactive verbal communication, but also information and communication technologies and, above all, possibilities of the Internet. The main purpose of using innovative and communication technologies in foreign language teaching is to ensure the fullest practical implementation of the foreign language as a means of intercultural communication, because through the Internet students have the opportunity to communicate with their peers from different countries, get access to the latest information, follow the latest professional literature.

Foreign-language professional training for an economics professional must meet the requirements of the time, be oriented to expanding the range of professional roles, the prospect of international cooperation, to provide opportunities for student mobility within the world educational space. The goal to be achieved is the formation of students of non-philological specialties of foreign-language socio-cultural competence in the process of professional training. Specificity of foreign language training of students of economic educational institutions should meet the requirements of the European Recommendations on Speech Education and provide for observance of modern didactic and methodological principles of teaching foreign languages: interactivity, integration, dominant role of translation semanticization, plurilingualism and plurilingualism.

A promising direction for further scientific research may be the development of principles for the introduction of contextual, constructivist, competence and other modern approaches to teaching foreign language students-non-philologists.

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