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PECULIARITIES OF TEACHING A FOREIGN LANGUAGE WITH PROFESSIONAL ORIENTATION OF STUDENTS OF ECONOMIC SPECIALTIES

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Abstract. The article substantiates the application of the competence approach in teaching a foreign language with professional orientation of students; modern interactive teaching methods are analyzed, which would allow to provide all the planned learning outcomes in the economic profile.

Keywords: teaching with professional orientation, competency approach, educational competencies, interactive teaching methods, communicative competencies, linguistic knowledge.

Modern globalized society requires competitive professionals who are able to communicate in a professional foreign language in their specialty. Knowledge of a foreign language provides an increase in the level of professional competence of a specialist, including in the economic, banking and financial spheres. The problem of teaching a professional foreign language is one of the most pressing, because such students face the problem of mastering both foreign language communicative competence and professional competence in a particular specialty. Researchers of the problems of teaching a foreign language in non-language higher education institutions note that it should be borne in mind that teaching English with professional orientation is not limited to learning the language for special purposes. The specifics of the learning process involves the integration of English with professional disciplines for students to acquire additional professional knowledge and the formation of professionally significant qualities of the student's personality in the English language course.

That is why modern methods of teaching with professional orientation foreign language have become more urgent today than ever. One of the directions of modernization of modern higher education is the introduction of a competency approach to the educational paradigm, aimed at providing students not only with theoretical knowledge, but also to form in them the experience of carrying out certain activities to solve practical problems [1].

Teaching foreign language with professional orientation means learning that focuses on the needs of students, on the features of the future profession, specialty. This approach combines the processes of mastering English with professional orientation with the development of personal qualities of students, knowledge of the culture of the country of the language being studied and the acquisition of special skills based on professional and linguistic knowledge.

In modern methods of teaching English the main emphasis is on the formation of communicative competence. Thus, the communicative competence of an economist can be defined as the ability to solve complex specialized problems and practical problems in economics, as well as in the learning process, which involves the application of new theories and methods in conducting comprehensive research of world economic relations. In turn, students of financial and banking profile must master the ability to solve complex specialized problems and practical problems in the course of professional ac-

tivity in the field of finance, banking and insurance or in the learning process, which involves the use of certain methods and provisions of financial science and uncertainty conditions and the need to take into account a set of requirements for professional and educational activities.

The most significant problem of modern methods of teaching foreign languages is the orientation of the educational process on the active creative mental work of students in the context of the development of their analytical and constructive skills. The formation of the future specialist of legal profile in the modern educational space involves the development and further improvement of such types of his readiness as motivational, informational and operational, that is the graduate must be ready for practical activities, for socially demanded realization of his professional, intellectual and creative potential.

Components of communicative competence are cultural and sociolinguistic competences, which are of great importance for professionals in the field of economics. Socio-cultural competence includes knowledge of the cultural characteristics of native speakers, their customs, traditions, norms of behavior and etiquette, as well as the ability to understand and adequately use them in the process of communication, while remaining a native of another culture. The formation of culturological and sociolinguistic competence involves the integration of the individual in the system of world and national cultures. These competencies can be formed only in the process of using interactive learning technologies aimed primarily at qualitative changes in the education system, which will result in cadets mastering professional and communicative competence and their ability to participate proactively and creatively in communication on the subject [1].

Thus, the goal of any professional education is to achieve a high level of professional competence of the future specialist, which will allow him to use English in his professional activity at the level of international standards. But, for the effective realization of this goal, it is necessary to have adequate training in higher education.

The formation of professional competence of the applicant for higher education at the present stage of development of higher education is impossible without integration into the general system of language education. The main tool for achieving the goal of vocational training is the content, which provides a combination of general and professional components. The general component is designed to provide general education, and professional - directly focused on practical professional activities. The content of education is determined on the basis of activity-oriented, competence, pluralinguistic and intercultural approaches.

Activity-oriented approach in vocational education allows to identify the social context, namely - the field of activity, specifies the types of speech tasks and identifies the types of speech activities necessary for successful professional activity of the future specialist, as well as determines a certain level of language acquisition. At the same time, this approach ensures the formation of students' general and communicative speech competencies of a professional nature. According to the pluralinguistic approach, knowledge of languages and their subsequent mastery of a person are considered as his linguistic experience, within which all language knowledge and abilities are interconnected and interact. The intercultural approach involves educating students in tolerance, promoting understanding, establishing cooperation and providing opportunities for mobility in Europe and the world.

Activity-oriented, competence, pluralinguistic and intercultural approaches direct the content of teaching English with professional orientation in the plane of complex for-

mation of general and communicative speech competencies, development of a holistic personality that is able to function in life and professional activity in a multilingual environment.

Competent selection of the content of teaching foreign language communication and taking into account the professional specifics, features of the subject area of functioning of the language of the specialty are factors that contribute to the effective organization of the educational process. Focusing on the real interests and needs of students and taking into account the requirements for future professional activities, are specific to the content of teaching professionally-oriented communication in English in higher education.

The biggest problems of teachers that arise in professionally oriented English language teaching are the ability to teach students not only to know economic terminology in English, but also to apply it in practice and know the language at such a level as to master the specialty. The difficulty lies in the fact that teachers need knowledge of the specifics of the specialist in the economic field. One way to solve this problem, according to scientists, is a “pedagogical tandem” of two teachers, one of whom is a specialist in teaching English and the other is a professional in economics.

An advanced method of learning English is the actual use of the Internet as an information base. The Internet is a source of modern authentic materials, educational sites, method of projects. As a result, traditional forms of learning are changing. A great advantage of interactive communication technologies in vocational training of English students is the ability to obtain the necessary information in a few hours. It should also be considered positive that the global network allows the educational environment to provide a constant mode of access to information by both the teacher and the student, which corresponds to the continuity of the educational process. Most professional-oriented texts are taken from the Internet, which allows you to quickly master live vocabulary and improve communication skills [2].

Innovative technologies include the use of interactive teaching methods, such as facilitation virtual board (especially relevant for online learning), as well as a case method or a method of solving situational problems, which involves modeling, game methods, discussion, which perform certain functions. From the point of view of a number of scientists the pedagogical potential of the case method is much higher than that of traditional teaching methods. The teacher and the student constantly interact, choosing forms of behavior, facing each other, motivating their actions and arguing them with moral norms. As an interactive method of learning, the case method forms students' interest and positive motivation, ensuring their emotional involvement in the learning process, contributing to their professionalization. The case method, compared to, for example, the method of solving professional problems, provides more opportunities for students to form a professional position, as it provides a higher level of analysis of professional situations, developing skills of independent choice not only solutions but also means of solving problems.

Along with the professional-oriented method of teaching, it is important that the modern practice of teaching foreign languages effectively uses a personality-oriented approach. The need for such an approach is due to the fact that any group that begins or continues to study English, includes students with different ability to master a foreign language, with different intellectual abilities, with different motivation to learn the language.

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