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THE PLACE OF THE ENGLISH LANGUAGE IN THE PROCESS OF TRAINING FUTURE SPECIALISTS IN THE FIELD OF ECONOMICS IN ACCORDANCE WITH PROFESSIONAL COMPETENCIES

Abstract. Education is the task of society and its requirements. The Ministry of Education acts as a conductor of education in society in the form of its guidelines. Areas of training specialists, requirements for future specialists, taking into account the requirements of the national labor market and its features, are determined by a set of competencies put forward by the Ministry of Education.

The relevance of the article is that it analyzes the competencies of future professionals in the field of economics and their relationship to English language programs in a world of constant changes in the labor market and globalization, which, in turn, causes the development of international business and international relations.

The article is devoted to the importance of learning English by students of the economic direction of Ukrainian universities, its connection with the profile subjects and their future specialty.

The educational program of the Ministry of Education of Ukraine defines three groups of basic competencies: instrumental, interpersonal and systemic.

Thus, the aim of this study was to investigate the relationship of these three main groups of competencies of future economists with the study of English, which is not the language of communication in society. Legislative documents of the Ministry of Education and Science of Ukraine on the training of specialists in higher educational institutions of Ukraine, curricula for the training of future specialists in the field of economics in specialized subjects and English were studied.

The competencies of educational programs, curricula for training specialists in the field of economics and business, the main competencies of future specialists and their relationship with the competencies acquired by students of economic faculties in English classes were studied and analyzed.

The authors used the empirical method, the method of analysis and synthesis, induction and deduction.

The authors tracked the influence of English on the formation of basic competencies of future professionals. The place of the English language in the system of formation of general and professional knowledge and competencies of future specialists in higher educational institutions of Ukraine of economic direction was found.

Keywords: Specialist, Competence, Educational Program, Economics, Economic Disciplines, Economic Field.

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МІСЦЕ АНГЛІЙСЬКОЇ МОВИ У ПРОЦЕСІ ПІДГОТОВКИ МАЙБУТНІХ ФАХІВЦІВ У СФЕРІ ЕКОНОМІКИ ВІДПОВІДНО З ПРОФЕСІЙНИМИ КОМПЕТЕНЦІЯМИ

Анотація. Освіта – це завдання суспільства та його вимоги. Провідником освіти у суспільстві виступає Міністерство освіти у формі його директивних документів. Напрямок підготовки фахівців, вимоги до майбутніх спеціалістів враховуючи вимоги національного ринку праці та його особливості визначаються набором компетентностей, які висуваються Міністерства освіти.

Актуальність статті полягає в тому, що вона аналізує компетентності майбутніх фахівців у сфері економіки та їх співвідношення до навчальних програм з англійської мови у світі постійних змін на ринку праці та процесу глобалізації, що викликає, в свою чергу, розвиток міжнародного бізнесу та міжнародних зв'язків.

Стаття присвячена важливості вивчення англійської мови студентами економічного напрямку вишів України, її зв'язку з профільними предметами та їх майбутнім фахом.

Освітня програма Міністерства освіти України визначає три групи базових компетентностей: інструментальну, міжособистісну та системну.

Таким чином, метою цього дослідження було дослідити взаємозв'язок цих трьох основних груп компетенцій майбутніх економістів із вивченням англійської мови, яка не є мовою спілкування у суспільстві. Було вивчено законодавчі документи Міністерства освіти і науки України щодо підготовки фахівців у вищих навчальних закладах України, навчальні програми підготовки майбутніх фахівців у сфері економіки з профільних предметів та англійської мови.

Досліджено та проаналізовано компетентності освітніх програм, навчальні програми з підготовки фахівців у сфері економіки та бізнесу, основні компетентності майбутніх фахівців та їх зв'язок з компетентностями, які набувають студенти економічних факультетів на заняттях з англійської мови.

Автори використовували емпіричний метод, метод аналізу та синтезу, індукції та дедукції.

Автори відслідкували вплив англійської мови на формування базових компетенцій майбутніх фахівців. Було виявлено місце англійської мови в системі формування загальних та професійних знань та компетентностей майбутніх фахівців у вищих навчальних закладах України економічного напрямку.

Ключові слова: спеціаліст, компетентність, освітня програма, економіка, економічні дисципліни, галузь економіки

Problem statement. The rapid development of the economy, society, the process of globalization on the one hand, and the process of reforming the education system in Ukraine, in particular the higher education, pose new challenges to the teaching staff. One of the main directions is to increase the level of competencies of future specialists in order to train professionals capable of working in modern ever-changing conditions, in the conditions of digitization of all spheres of life and work, integration processes such as creating a joint business with foreign partners or entering foreign markets.

This situation encourages the search for new, more modern and relevant to the present, ways to increase the effectiveness of training competencies, adapt to changes, remove psychological and intercultural pressure, conditions for successful European integration, including European values.

Analysis of the resent research and publications. The authors analyzed regulatory and legislative acts of Ukraine, carried out a retrospective analysis of literary sources, analyzed and summarized their own experience on the issues of research.

Purpose. Considering the impact of learning a foreign language on improving the effectiveness of training future specialists, we will start by defining the basic

concepts regarding higher education. The Law of Ukraine “On Higher Education” provides the following definition: “Higher education is a set of systematized knowledge, skills and practical skills, ways of thinking, professional, ideological and civic qualities, moral and ethical values, and other competencies obtained in a higher education institution (scientific institution) in the relevant field of knowledge for a certain qualification at the levels of higher education, which in terms of complexity are higher than the level of a complete general secondary education” [1, p.2].

Basic material. In other words, higher education should prepare a comprehensively developed specialist with theoretical knowledge, automated skills, logical and critical thinking, and a developed outlook. A set of civic, moral and ethical values can be described as a set of competencies. Competence is the ability of a person to successfully socialize, study, carry out professional activities, which arises on the basis of a dynamic combination of knowledge, skills, abilities, ways of thinking, views, values, and other personal qualities [1, p.3]. To achieve this goal, an educational program is used, which is a single set of educational components (academic disciplines, individual tasks, practices, tests, etc.) aimed at achieving the learning outcomes provided for by such a program, which gives the right to receive a certain educational or educational and professional qualifications. An educational program may determine a single specialization within its framework or not provide for specialization [1, p.4].

The educational program provides for a set of academic disciplines aimed at acquiring competencies that can be classified as follows [2, p.10]:

1. Instrumental - cognitive, methodological, technological, linguistic;
2. Interpersonal - communication skills, social interaction and collaboration;
3. System - a combination of understanding, susceptibility and knowledge, the ability to plan changes to improve systems, develop new systems.

Modern requirements for competencies include thirty positions within these three main groups [2, p.10-11].

Instrumental competencies consist of:

- Ability to analyze and synthesize.
- Ability to organize and plan.
- Basic general knowledge.
- Mastering basic knowledge of the profession.
- Oral and written communication in the native language.
- Knowledge of a second language.
- Basic computer skills.
- Information management skills (ability to find and analyze information from different sources).
- Problem solving.
- Decision-making.

Interpersonal competencies mean:

- Ability to criticize and self-criticize.
- Interaction (teamwork).
- Interpersonal skills and abilities.
- Ability to work in an interdisciplinary team.
- Ability to communicate with experts from other fields.
- Positive attitude towards dissimilarity and other cultures.
- Ability to work in an international environment.
- Ethical commitments.

System competencies include:

- Ability to apply knowledge in practice.
- Research skills and abilities.
- Ability to learn.
- Ability to adapt to new situations.
- Ability to generate new ideas (creativity).
- Leadership skills.
- Understanding the culture and customs of other countries.
- Ability to work independently.
- Planning and project management.
- Initiative and entrepreneurial spirit.
- Concern for quality.
- Desire to succeed.

We have reviewed all this in order to determine the place of the English language in the process of training economic specialists in higher education institutions of Ukraine in accordance with professional competencies.

We will consider each competency separately and its relationship with learning English.

The first group of competencies is instrumental. Considering the competencies of this group, one can recall the conclusions of Professor Thomas Buck from the University of Edinburgh, who believes that those who speak two or more languages have more developed cognitive abilities. This is especially evident in reading and general intelligence [3, p.1]. The processes of analysis and synthesis require the ability to be able to comprehend a particular object or phenomenon as a whole or, conversely, to be able to recognize individual components. These processes are opposite, but interconnected. By studying a foreign language, understanding its laws and principles, a person subconsciously learns to see the process or phenomenon as a whole and its individual components. In the same algorithm, these processes take place in the study of economic disciplines, that make up the content of the educational program for training future economists. These skills and abilities are also used when creating tables, graphs, charts, when it is necessary to summarize or, conversely, to break down the information into components. The ability to analyze also helps with planning, as the skills to combine or divide into components are also used in the planning process.



Basic general and professional knowledge is acquired from different and diverse sources: during lectures and practical classes, from textbooks, professional journals, statistical collections, the Internet. With the spread of the Internet, information can also be obtained in a foreign language. According to the results of scientific research carried out by the international organization W3Techs, part of the English-language content on the World Wide Web is more than 51 percent [5, p.1], the rest of the content is in all other languages of the world. According to the same organization, other languages that were used by at least two percent are Russian, German, Japanese, Spanish, Chinese, French, Italian and Portuguese. Economic sciences appeal to terms that are in their totality of English-speaking origin. This fact helps to get acquainted with English-language resources in the specialty, facilitates the process of finding and processing new information, and at the same time increases the level of English proficiency.

Every specialist must be fluent in his native language, correctly and competently draw up documents of both general use and professional documents. Ukrainian and English belong to the Indo-European family of languages, they have the same principles of construction. But each language also has its own specific characteristics, which are related to many factors, such as the history of the country, its lifestyle, culture, religious beliefs, the development of science and technology, economy. [6] All this gave each language its own, unique features. When learning a foreign language, a person compares both languages, native and foreign, recognizing the common and separating differences. This requires the ability to analyze, find common features and emphasize what is different. Such analysis helps better understand the linguistic processes in the native language and its individual phenomena.

Nowadays, fluency in a foreign language, especially in English, provides numerous benefits. The rapid development of the country's economy, the creation of joint ventures, the arrival of foreign business in Ukraine and vice versa, the entry of Ukrainian enterprises into world markets require professionals who are fluent in English. Many Ukrainian companies even conduct interviews with potential candidates for vacant positions in English. Therefore, it is impossible to overestimate the importance of English proficiency. [7]

The digitalization of modern society requires the free use of digital gadgets, using them whenever necessary. [8] Knowledge of English, economic terminology helps quickly and efficiently find the necessary resources on the Internet. There are a number of sites where economic statistics on different countries, the latest trends in the development of economic science, the ways of economic development of the world countries are stated. Computer skills are directly related to information management skills, namely the ability to find and analyze information from various sources. [9]

Learning and practicing a foreign language takes place in the process of interpersonal communication in the coordinate system: teacher - student, student -

student, student - group. [10] The process of communication itself is a complex type of interaction, including our emotions, attitude to the topic of conversation and communication partner, which leads to a bilateral influence. [11] Communication necessarily involves feedback. Emotions can be both positive and negative. Communication as an interaction involves knowledge of the basics of interpersonal communication, which include the rules of etiquette, understanding the topic of conversation, the use of colloquial structures, the use of proverbs, sayings, idiomatic phrases. An important component of communication is a nonverbal message. While learning English, students learn the customs, traditions of Great Britain, the United States, the peculiarities of interaction between people from these countries. Some features include greetings - linguistic and behavioral, the use of language patterns, signs of nonverbal communication, knowledge of the specifics of doing business and business negotiations, the use of professional terminology in a conversation. Studying such discrepancies during communication, students learn to be tolerant towards people of different cultures, and also begin to better understand and respect their own customs and traditions.

Such knowledge is acquired and developed in English classes by future economists.

One of the types of tasks for students of economics is the preparation of projects on economic topics, but in English. While working on the project, students communicate with each other, learn to work in a team, clearly express their positions and opinions both in their native language and in a foreign language. Such tasks increase professional knowledge, develop speaking skills in a foreign language, teach to work in a team, feel unity with other people and responsibility for the final result of joint work.

While studying Public Speaking, students prepare speeches and presentations in English that are related to economic topics. These types of educational tasks prepare students to speak on a professional topic in front of a foreign-language audience, relieve the psychological fear of both speaking to the public in general and speaking in English. Thus, we see that learning English in the classroom by students of economics contributes to the acquisition of interpersonal competencies, which are put forward by the Ukrainian society to employees working in the field of economics.

The third group of competencies put forward by the Ministry of Education and Science belong to system ones. Learning English as a foreign language involves systematic work on learning the language: learning lexical units that includes working with a dictionary to find the meaning of a word and its transcription, colloquial phrases, idioms, grammar and examples of its use. All this implies systematic work with both sources and search in the virtual space. The constant search for the necessary information, the ability to formulate an opinion clearly and quickly and keywords for searching not only in the native but also foreign languages, form research skills and abilities of future economists. By learning a foreign

language, looking for the necessary information in English, students learn to work independently, which will help them in their further professional activity.

Working constantly on tasks in English, students must perceive new material, learn and process it, compare rules and phenomena, accumulate knowledge, make analysis and conclusions. Thus they develop their ability to learn. It is known that the amount of knowledge is constantly increasing, new theories, knowledge, trends, ideas appear - this is our present. In accordance with these modern requirements that need lifelong learning, knowledge of English helps not only continue to develop learning skills, but also to use for this purpose the latest scientific achievements of all mankind, because, as we know, the latest achievements in science and practice appear on the network in English, sometimes even not all the materials are translated into other languages due to the fact that English is spoken by about 80% of the world's population. By preparing projects and other creative tasks in English classes, students learn to apply in practice the knowledge and skills acquired while learning English. While reading English-language information, students can also see examples of using certain points in practice. Such examples can be useful in the future to solve professional problems and make verified and adequate decisions.

Knowledge, skills of search work, the ability to work independently provide future economists with self-confidence, which, in turn, helps navigate in difficult situations, the speed of response to changes, analysis of these changes, finding analogues of the situation or part of it, searching and finding ways to solve it, psychological self-confidence and knowledge of where and how to find the necessary information helps adapt to new situations.

Another requirement of our time is creativity, that is, the ability to generate new ideas. Actually, new ideas are based on deep theoretical knowledge and practical skills. The generation of new ideas can also be based on general erudition. Often new ideas come up while reading a certain stuff which is relevant to a given topic. English-language sites provide a large number of economic resources, and moreover the translation into Ukrainian or Russian is not always understandable to modern citizens of Ukraine. Fluency in English, confidence in your own knowledge and capabilities are the basis for creating new ideas. New ideas are not born without constant renew of knowledge and practice.

A person who is educated, self-confident, easily finds a common language with other people, fluent in both native language and English, easily adapts to new, often non-standard situations, who is able to solve problems that arise, such person is a professional. A professional always evokes respect and trust and is always followed by others. These components are part of the personality's leadership qualities [12].

The importance of learning English for such competence as understanding the culture and customs of other countries is difficult to overestimate. Moreover, while learning English, future economists study the culture and traditions of several leading countries of the world, such as the United Kingdom, the United States, Canada.

English-language content can also be found about Australia, Japan, India, Cyprus, which are English-speaking countries, or countries where the second official language is English. Speaking about culture, we also mean the culture and traditions of doing business in these countries.

Learning to work systematically, and learning English requires a systematic approach, future economists begin to value their own time. In the process of preparing various creative tasks in English classes, students learn to value their work, worry about its quality, show initiative, they involuntarily begin to have a desire to be appreciated. Such activity contributes to the formation of the desire to succeed, to worry about the quality of the work performed, and develops initiative.

Conclusions. Thus, in this article we investigated the relationship between learning English by future economists and the impact of the learning process and knowledge of the language itself on the formation of professional competencies of future specialists in the field of economics and business. The importance of learning and fluency in English is difficult to overestimate.

English contributes to the formation and improvement of all three groups of professional competencies of specialists in the economic field - instrumental, interpersonal and system.

To a large extent, the influence of English on the formation of professional competencies of future economists depends on the content of the educational program, the number of economic disciplines taught in English, and the cooperation of departments of economic disciplines and the department of foreign (English) languages.

The authors assume that this topic may be of interest not only to English teachers, but also to specialists in psychology and economics.

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