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## **BUSINESS ENGLISH PROGRAM CONTENT FOR MASTERS IN ECONOMICS: COMPETENCE-BASED APPROACH AND NEW REALITY**

The globalization of society and the individual's need for quick adaptation to the conditions of a multicultural world that is constantly changing, increase the interest in foreign language education as an important tool of human life in a multilingual community of people. Language education is an important tool that shapes the consciousness of individuals and their abilities to be socially mobile in a society [4]. It also contributes to the dialogue of cultures in a globalized world around the solution of various problems.

New educational realities include the formation of the "lifelong learning" philosophy of modern Europeans. This philosophy gives awareness of the need for self-educational activities of individuals and their willingness to acquire new knowledge, including learning new languages. We believe that foreign language communicative competences have proven to be an effective tool in business education [3].

This study aims to focus on the content peculiarities of educational programs in Business English for Masters in the Economic Branch adopted in tertiary education in Ukraine.

As the program for Masters says, the purpose of studying Business English in a higher education institution in which a foreign language is not a profile subject is to prepare the Master for professional English language communication in oral and written forms. Our investigation shows that business English discipline is obligatory in the process of masters training in the sphere of economics.

The educational program's content entails students' systematic acquisition of such basic speech skills as reading, writing, active communication, and listening. So it is concentrated on mastery of a large number of intercultural topics, important phrasal verbs, constant expressions, idioms, and basic everyday conversational problems that will allow future masters to be professionally successful in the modern English-speaking world [8].

Moreover, there are a number of features that are taken into account in the process of selecting the language material needed at different stages of learning. One of these features is taking into account multidisciplinary relations. In such a way, English language themes in the educational program are interrelated with economics, management, finance, banking, and other professionally-oriented topics.

The next feature is bearing integral competence in mind. As the research demonstrates, the study of business English provides the development of integrated competence for the master's degree in economics, that is, the ability to identify and solve complex economic tasks and problems, make appropriate analytical and managerial decisions in economics or in the learning process, which involves research and implementation of innovations in conditions of uncertainty [4].

Judging from the program, basic and special competences in the mastering of business English comprise the following abilities:

- to think critically and come up with new ideas;
- to think in abstract terms, to analyze, synthesize, and relate phenomena and processes;
- to show leadership skills, motivate people, and work in a team;
- to engage in professional communication;
- carry out research and present the findings (including international environment);
- to manage economic activity using scientific, analytical, and methodological tools;
- to communicate in a foreign language professionally in the field of economics [5].

Consequently, to achieve the abovementioned competences, the normative content of the discipline "Business English" in the long-term training of applicants for the Master's degree in Ukrainian higher educational institutions provides for the acquisition of program learning outcomes that can be as follows:

- demonstrate communication skills in professional and scientific circles in the state and foreign languages;
- collect, process, and analyze statistical data, scientific and analytical materials needed to solve complex economic problems (including foreign dimensions);
- formulate new hypotheses and scientific problems in the field of economics, choose appropriate directions and appropriate methods for their solution, taking into account available national and international resources [7].

The research demonstrates that the topics for Business English classes are drawn from a variety of international business contexts, offering a competence-based approach to learning grammar and lexis which is immediately transferable to communicative sphere [1]. Figure1 combines these topics including grammar material into one multidisciplinary unit aimed at developing professional communication of Masters in Economics.

Figure1

### **Topics of practical Business English classes**

Title of sections and topics	Number of hours
<b>Section 1. Sphere of business communication.</b>	
Topic 1. The role of science in the development of society. Grammar: Passive Voice	4
Topic 2. International cooperation. Grammar: Participle	4
Topic 3. Socio-cultural norms of business communication. Grammar: Gerund	6
Topic 4. Job search. Documentation Grammar: Sequence of Tenses	6
<b>Together under section1</b>	<b>30</b>
<b>Total</b>	<b>30</b>

Moreover, tailored to the needs of Master students in economics, these topics together with grammatical material may provide for the Masters that foundation, based on which they can develop their foreign language communicative competences,

challenging them thinking logically and making critical decisions in their professional economic environment [2].

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