

To conclude, the English language is an essential component in the training of specialists in the tourism industry. It enables effective communication, access to knowledge and resources, and promotes cultural understanding and intercultural competencies. By learning and mastering the language, specialists can enhance their personal and professional growth, and contribute to the overall success of the industry.

References:

1. Interactive charts on Tourism <https://ourworldindata.org/tourism>
3. International tourism highlights https://trz.subu.edu.tr/sites/trz.subu.edu.tr/files/2021-04/UNWTO_2020_Edition.pdf
4. The importance of English <https://www.etsglobal.org/pl/en/blog/news/importance-of-learning-english>
5. World's Common Language <https://www.oxfordschoolofenglish.in/importance-of-english-language.php>
6. Reasons to learn English <https://www.thelanguagegallery.com/blog/the-importance-of-the-english-language>

Angelina ROLIAK
Candidate of Pedagogical Sciences, Associate Professor,
Foreign Languages Department,
Higher Educational Institution "Podillia State University",
Kamianets-Podilskyi

THE IMPACT OF FOREIGN LANGUAGE COMPETENCE ON ECONOMISTS' COMPETITIVENESS IN THE GLOBAL LABOR MARKET

Any knowledge-based society's socioeconomic progress is significantly influenced by the growth of competent, competitive professionals. On the other side, prospective specialists' ability to compete as they progress through their professional education has a role in how well their personal and professional goals are realized [7]. Accordingly, it follows that the urgent task of education,

which is currently centered on ensuring the self-determination of the individual and creating the conditions for its self-realization, is the formation of a competitive, independent, professionally competent specialist as well as a holistic, resilient, and creative personality [10]. The humanistic paradigm of contemporary education assumes that a graduate of a higher professional institution will have integrated personal, professional, and social growth processes.

So, while studying at a university, young people should realize that only constant personal and professional self-improvement can guarantee their successful life realization. Analysis of European educational literature shows that as a feature of the modern knowledge-based world polyprofessionalism has replaced monoprofessionalism [5]. Consequently, this is precisely polyprofessionalism that makes it possible for a person to change the profession or level of education at any time in life.

As a result, in order to be in demand, a person must be professionally prepared for self-improvement, self-learning, and self-development [2]. This preparation process occurs in the university when future professionals choose their further trajectories in job search and employment. During this period the notions of “competition” and “competitiveness” appear.

The competitiveness of a personality is defined as the capacity for competition, the display of vital activity, and resilience [6]. It is influenced by both individual-personal and professional components, serving as a fundamental element of a personality’s successful life realization. This means that if we speak for example about future economists, we must point out that they have a genuine chance to boost their creative potential for realizing their dreams of success in professional activity by cultivating their own competitiveness when they are attending university [8].

Judging from the present situation in the contemporary labor market, we believe that profile-oriented teaching of a foreign language can be a significant

factor in the development of the competitiveness of the personality of future specialists in economics for a number of reasons that can be described in four dimensions [1].

The first is the psychological dimension. Learning a foreign language has a significant impact on one's capacity for personal creation. Learning a foreign language broadens one's consciousness and perspective, which are crucial building blocks for the development of a free and creative individual who is the author of his own life and is conscious of the significance of his life and work [3]. Indeed, the mutual enhancement and influence of native and foreign languages enriches the individual's overall culture and background.

The second is the professional dimension. Future specialists' professional cultures and competencies are greatly expanded through the process of acquiring foreign languages [4]. Learning a foreign language helps students develop a better knowledge of the cultural and professional diversity of the world and helps them become more oriented to the entire world, where, for instance, "Global English" is the common language of communication [11].

The third is the collaborative dimension which is closely connected with the first two ones. The ability to communicate in a foreign language significantly increases a specialist's opportunities for professional and social connections, which immediately increases competitiveness [11].

The fourth is the cognitive dimension. Learning English helps students integrate knowledge from other courses because educational materials frequently require them to process and rethink previously learned information presented in a foreign language. This helps students develop reflexive thinking and a comprehensive understanding of the universe [9]. Since it necessitates consistent, methodical effort – efforts without which it is impossible to produce any meaningful results – learning a foreign language aids in the development of one's own system of knowledge and conceptions and increases one's competitiveness.

Our study has demonstrated that learning a foreign language helps students of economic specialties to develop their professional skills. Teaching a foreign language, especially English, to students of a non-linguistic faculty is an important factor in the development of the competitiveness of future specialists if the content and teaching methods are innovative and focused on the individual's creative self-development and contribute to the development of the general and professional culture of the future specialist.

References:

1. Amel Z. The Situation of ESP in EFL Economics Classes. *International Journal of Curriculum and Instruction*. 2017. V. 9 (2). pp. 206–216.
2. Bergan S., Gallagher T., Munck R., Hilligje van't Land. Higher education's response to the Covid-19 pandemic: Building a more sustainable and democratic future. Council of Europe, 2021. 330 p.
3. Douglas D. *Assessing Languages for Specific Purposes*. Cambridge University Press, 2000. 311 p.
4. Henderson W., Dudley-Evans T., Backhouse R. *Economics and Language*. Routledge, 1993. 251 p.
5. Keeley B. *OECD Insights Human Capital How what you know shapes your life*. Paris: OECD, 2007. 148 p.
6. McCloskey N. D. *Knowledge and Persuasion in Economics*. Cambridge University Press, 1994. 445 p.
7. OECD. *The Well-being of Nations: The Role of Human and Social Capital*. Paris: OECD, 2001. 120 p.
8. Roliak A. Construction of contemporary continuous professional education: comparative discourse. *Sworld-Us Conference proceedings*. 2022. N usc13-01. pp 50-56. URL: <https://doi.org/10.30888/2709-2267.2022-13-01-006>
9. Roliak A. Formal Assessment in the English Language Course for Students of Economic Specialties. *InterConf:with the Proceedings of the 1-st*

International Scientific and Practical Conference «Concepts for the development of society's scientific potential» (November 21-22, 2021). 2021.V. 86. pp. 82–88.

10. Roliak A. Competence-based “Professional Foreign language” Educational Programs for Students of Economic Specialties: Ukrainian through European Dimension. *Science and Education a New Dimension. Pedagogy and Psychology*. 2020. V. 89 (221). pp. 15-18.

11. Woodrow L. *Introducing Course Design in English for Specific Purposes*. Routledge, 2017. 282 p.

Анастасія РОТАЄНКО

*здобувач вищої освіти 4 курсу ОС «бакалавр»
спеціальності 013 «Початкова освіта»,*

*Комунальний заклад «Уманський гуманітарно-педагогічний
фаховий коледж ім. Т. Г. Шевченка Черкаської обласної ради»,
м. Умань*

Науковий керівник: Ірина ЛЕБІДЬ

*кандидат педагогічних наук,
Комунальний заклад «Уманський гуманітарно-педагогічний
фаховий коледж ім. Т. Г. Шевченка Черкаської обласної ради»,
м. Умань*

МУЛЬТФІЛЬМ ЯК НЕТРАДИЦІЙНИЙ ЗАСІБ ФОРМУВАННЯ ІНШОМОВНОЇ КОМУНІКАТИВНОЇ КОМПЕТЕНТНОСТІ УЧНІВ ПОЧАТКОВОЇ ШКОЛИ ТА ЙОГО РОЛЬ У ПІДГОТОВЦІ ВЧИТЕЛЯ ІНОЗЕМНОЇ МОВИ

Модернізація навчання англійської мови у Новій Українській Школі – це один із напрямів удосконалення й розвитку системи шкільної освіти. Успішний початок шкільного навчання англійської мови неодмінно буде сприяти створенню високої мотивації до подальшого вивчення іноземних мов. Адже у віці 6-11 років у дитини особливо активно закладаються