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EDUCATIONAL PROGRAMS IN “PROFESSIONAL ENGLISH” FOR ECONOMIC SPECIALTIES: STRUCTURE AND CONTENT IN UKRAINIAN ENVIRONMENT

The purpose of teaching a foreign language course in a non-linguistic (technical) high educational institution is to develop the necessary competences in the fields of professional and situational communication in oral and written forms [3].

The main tasks of studying the discipline "Foreign language" are to acquire the skills of practical knowledge of a foreign language in different types of speech activity in the scope of topics due to professional needs; the use of oral monologue and dialogues in the context of domestic, socio-political and professional subjects; translation texts in the professional field from the foreign language into the native.

Learning a foreign language in professional orientation ensures the development of the integral competence of a Bachelor of Economy specialty - the ability to solve complex specialized problems and practical problems in the field of Economy, banking and insurance, or in the course of study involves the application of certain theories and methods of relevant science [2].

The program is structured in a standardized for Ukraine way, consisting of 10 basic parts, compared with four major blocks of programs in Nordic countries [4]. This division in Ukrainian context may be the following: 1) the purpose of the discipline; 2) the discipline description; 3) the results of education; 4) evaluation criteria; 5) evaluation tools; 6) the discipline program; 7) themes of practical classes; 8) forms of current and final control; 9) tools, equipment and software used in the academic discipline; 10) recommended sources of information.

In Nordic countries the educational plans are divided into four main blocks: 1) general discipline description; 2) the discipline program; 3) themes of practical classes; 4) forms of current and final control.

The content of the program is competence-centered. In European pedagogical research the term “competence” is an evaluative one and it denotes the ability of a future specialist to use his or hers foreign language knowledge and skills in practical professional activities [5].

Our research shows that there is no unified typology of teachers competence characteristics in Ukraine. This is the reason of existence of large number of training programmes in the Ukrainian system of professional education (each institute or university has a right to make its own curriculum, which must fulfil general strategic goals described by Ukrainian Laws on Education). In most cases enumeration of the appropriate competences in such study programmes include references to European

documents [4].

We investigated that standard programs content in the discipline “English language of professional use” include the list of the general competences among them competence of foreign language communication; special competences such as the ability to organise and create the effective communication in economic dimension.

The following program learning outcomes: 1) to know the rules and norms of foreign business communication; 2) to be able to effectively communicate in foreign language orally and in writing – influence on the applicant’s general educational results, and help to lead the educational trajectory into a proper direction [1].

In the modern world being a highly qualified professional is challenging and there are an infinite number of areas in which economists can develop. Making decisions about what to focus on can be overwhelming for individuals. Foreign language communication competence is becoming the integral ability of every professional, working in the sphere of economics. Moreover in European countries recently new standards for specialists’ professional level were established, bringing significant change in the way of professional competences conceptualization and implementation in almost all the European countries [1]. In Ukrainian environment competence-based educational programs will make economic education in this country more standardized. And as for a foreign language competence development in professional dimension, it is inevitable that it ensures the development of the integral competence of a Bachelor of Economic specialty – the ability to solve complex specialized and practical problems in the field of economy.

References

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