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FORMATION OF FOREIGN LANGUAGE COMPETENCE OF FUTURE ECONOMISTS IN THE PROCESS OF INTEGRATED LEARNING

The article deals with integration of the discipline “Foreign Language (English)” and other disciplines in the educational process of higher educational institutions. Integration involves the use of various techniques, methods and ways of learning. First of all, this is the creation of foreign-language subjects and their components. The tendency to integrate various disciplines in the higher education system contributes to a holistic worldview, an educated capable personality, independently apply their knowledge and take a non-traditional approach to solving educational and, later, professional problems. It is known that in higher education the study of a foreign language is an expansion and deepening of the basic level, taking into account the profile orientation of students, therefore the learning process consists of those subject fields, which foreign language training is directed to. When learning a foreign language in a higher education system, it is necessary to form not only foreign language competence, but also professional one. The integration of the discipline “Foreign language (English)” and other subjects has obvious advantages which were listed in the study. One of the main directions in higher education today is the integration of foreign language and professional training, since modern education is the integration of personal qualities and professional competencies based on foreign language training. This approach provides a justification for the entire structure of the content of professional training on the basis of basic and special disciplines. Current trends require new approaches to the preparation of future specialists. One of the requirements for the education of students is the diversified development of personality and the acquisition of harmony with the outside world and with oneself. One of the means of solving this problem is the study of a foreign language, as a component of the formation of professional competence. Learning a foreign language at a university must necessarily be based on the formation and development of foreign language competence. The structure of foreign language competence should include such components that reflect the degree of awareness of the future economist the personal and professional significance of a foreign language, skills acquired in the process of learning, as well as value-semantic setting. This implies the continuity of foreign language linguistic, communicative, professional and cultural components.

Key words: integration, foreign language competence, disciplines, future economists.

At the present stage, much attention is paid to the use of integration of the discipline “Foreign Language (English)” and other disciplines in the educational process of higher educational institutions. Integration involves the use of various techniques, methods and ways of learning.

Problem statement. First of all, this is the creation of foreign-language subjects and their components. Offering various ways to implement integration in the pedagogical process for the formation of foreign language competence, their positive influence on the learning process becomes apparent. The need to implement the principle of integration of educational disciplines to improve foreign language competence is dictated by objective reasons: there is a regular systematization of educational material; students have the opportunity to use already acquired knowledge when learning a new material; a holistic picture of the world is formed in the mind of the student and, as a result, the motivation to learn is increased.

The tendency to integrate various disciplines in the higher education system contributes to a holistic worldview, an educated capable personality, inde-

pendently apply their knowledge and take a non-traditional approach to solving educational and, later, professional problems [4]. Thus, the content of higher education can be represented as the integration of professional and foreign language competence through the inclusion of a foreign language component in the structure of educational activities of a higher educational institution. It is obvious that the integrated experience provides an innovative role in the sociocultural, professional and foreign language space of the future specialist.

Statement of the basic material. The developing foreign economic relations and resources of the international labor market have led to the fact that the entire socially active population is increasingly seeking to use the international labor market that has opened to them, where the level of proficiency in foreign languages influences to a large extent. Foreign language competence is perceived as a necessity and is a problem whose solution significantly affects professional competence. Practically every employee today is tasked with preparing for intercultural communication with representatives of other countries

and peoples. That is, the language is considered today as a way of familiarizing with the world culture.

It is known that in higher education the study of a foreign language is an expansion and deepening of the basic level, taking into account the profile orientation of students, therefore the learning process consists of those subject fields, which foreign language training is directed to. When learning a foreign language in a higher education system, it is necessary to form not only foreign language competence, but also professional one. The possibility of implementing the educational process within the framework of integrative interaction positively changes the methodology of the educational process, the nature of the subject-subjective relations, professional and personal qualities of a specialist [1]. Therefore, various programs and courses are created that integrate various disciplines to improve students' foreign language competence. Integration of the "Foreign Language (English)" with other academic disciplines is diverse and multifunctional and should be built taking into account the characteristics and nature of interaction with one or another academic subject, with the actual problems of nowadays. In academic disciplines, a foreign language is not only a means, but also an equal purpose of learning. A systematic approach to the conduct and organization of integrative disciplines allows to identify and form those concepts and skills that are common to different subjects.

Thus, the integration of the discipline "Foreign language (English)" and other subjects has obvious advantages:

1. The application of the discipline "Foreign Language (English)" in other subjects allows to diversify the content of classes, enrich the subject-substantive side of the discipline and, therefore, contribute to the motivation to learn a foreign language.

2. It is obvious that with the help of the development of interdisciplinary connections, systematization of students' knowledge occurs, which leads to an increase in the overall level of competence. At the same time, the actualization and systematization of theoretical knowledge will make it possible to apply this knowledge in other subjects.

3. A variety of lexical and grammatical means of integrative classes are a means of enhancing foreign language and, consequently, foreign language competence. Interdisciplinary links of the discipline "Foreign language (English)" and other subjects make it possible to apply in the future theoretical knowledge gained by students in everyday life and in subsequent employment.

4. One of the main purposes and principles of the process of learning a foreign language in a higher education institution is to teach a foreign language based on familiarization with the culture of other countries. Language is an integral and essential part of the culture of a person as a whole; therefore, the

implementation of an integrative approach in teaching allows one to fill subjects with regional geographic facts. This principle implies familiarity with the existing political, business, moral, religious, aesthetic ideas of representatives of another culture, with the psychology, history and literature of other nations. All this can and should be studied in various disciplines.

One of the main directions in higher education today is the integration of foreign language and professional training, since modern education is the integration of personal qualities and professional competencies based on foreign language training. This approach provides a justification for the entire structure of the content of professional training on the basis of basic and special disciplines [6]. Current trends require new approaches to the preparation of future specialists. One of the requirements for the education of students is the diversified development of personality and the acquisition of harmony with the outside world and with oneself. One of the means of solving this problem is the study of a foreign language, as a component of the formation of professional competence. The interest in foreign language vocational training is due to the constant expansion and strengthening of international relations and the cooperation of our country with other countries in the context of the integration of world space. It is known that the level of students' professional and foreign language competence does not meet the requirements of the modern world, in which language should be used as a means of solving professional problems. This is caused by: the lack of scientific and pedagogical tools for the formation of professional and foreign language competence, creating conditions for the relationship of a foreign language and professional subjects; lack of implementation of foreign professional orientation and their variability.

Studies show that in the modern world, a competitive specialist is someone who has not only deep knowledge in their professional activities, but also someone who knows how to get new knowledge, how to search for information and use it to solve practical and theoretical problems. The modern educational process and in the future professional activities cannot be imagined without a foreign language. Foreign language competence must be formed throughout life, but the most favorable period for forming the basis of professional competence is the period of study at a higher educational institution. It should be borne in mind that the professional and foreign language training of the student is formed in the present, but is focused on the future [3].

"Foreign Language (English)" discipline, remaining a common humanitarian discipline, is largely integrated into the study of major subjects. This is achieved through reading the scientific literature on professional subjects and periodicals in a foreign language, regular discussion of news, reports related

to the specialization of students, independent work with other sources of information, etc. It should be noted that the integration of foreign language and professional competencies occurs both in the course of specialized disciplines and during independent work, the main task of which is to provide foreign language support for students' professional competencies. When studying specialized disciplines, it is necessary to periodically use foreign language tasks that activate background knowledge of a foreign language. At the same time, the positive effect of learning cannot be achieved if, when studying professional vocabulary, within the framework of each major discipline, everyday lexical topics that will help students overcome communication barriers in the process of foreign language communication will not be studied. The main ideas about the professional and foreign language training of students can be formulated as: personality development through the integration of learning activities through foreign language means; the development of foreign language competence of future economists, taking into account the interests, abilities and professional activities of economists; formation of ideas about future professional activities through foreign language means.

N.D. Galskova notes that the modern process of learning foreign languages has a great personal development potential, since in the process of learning a foreign language, a new culture, the development of a student's personality occurs on the basis of their own world view and world view in the context of professionally significant qualities [2]. Professional activity of any specialist at the present stage of development of society involves the integrated use of theoretical knowledge and practical skills. This problem is solved by an integrative approach to the content of education, which ensures the movement of the pedagogical system to its integrity. As a result, there is an increase in the level of the educational process, which is reflected in the formation of the necessary competencies of students [5]. The level of formation of the foreign language competence of future economists is based on the use of an integrative approach during training in a higher educational institution and is determined based on the following criteria:

1) understanding and mastering the system of foreign language values as a way of its implementation in personal and professional activities; value attitude to the content and integrity of foreign language competence determines the motivational criterion;

2) cognitive criterion: based on the systematic approach, deepening and growth of knowledge of the basics, the constituent components of foreign language competence; in the systematic, deepening and growth of knowledge of technologies for the implementation of foreign language competence in personal, social and professional activities, taking into account the principles of communication and behavior;

3) the operational criterion is distinguished by the aggregate of ownership of the technology of foreign language competence in personal, social and professional activities, taking into account the principles of communication and behavior; the ability to design and create a foreign language activity: its essence, system and procedure, taking into account the age and individual characteristics of communicants;

4) the nature of the reflexive criterion consists in regulating the process and result of foreign language competence in personal, social and professional activities, taking into account the principles of communication and behavior; in evaluating yourself, your own qualities and feelings;

5) the personality-creative criterion is expressed in the personality self-development of the individual in a professionally-oriented activity, which has a creative character; self-realization; the desire of the aggregate to creative skills with regard to innovative professional activities, alternative approaches to personal, social and professional activities; the ability to think creatively, to implement an individual style of activity.

Conclusions from this study. To summarize everything that was mentioned above it should be stated that in modern conditions, the world labor market, numerous contacts with speakers of other languages, the fundamental need for direct communication with representatives of other cultures, gives an opportunity to work in the international sphere in their professional sphere for future economists. Learning a foreign language at a university must necessarily be based on the formation and development of foreign language competence. The structure of foreign language competence should include such components that reflect the degree of awareness of the future economist the personal and professional significance of a foreign language, skills acquired in the process of learning, as well as value-semantic setting. This implies the continuity of foreign language linguistic, communicative, professional and cultural components.

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Чернявський Б. Р. Формування іншомовної компетентності майбутніх економістів у процесі інтегрованого навчання

Стаття присвячена інтеграції дисципліни «Іноземна мова (англійська)» та інших дисциплін у навчальний процес вищих навчальних закладів. Інтеграція передбачає використання різних методів, форм і способів навчання. Перш за все, це створення предметів іноземної мови та їх складових елементів. Тенденція інтеграції різних дисциплін у систему вищої освіти сприяє цілісному світогляду, освіченій особистості, самостійному застосуванню своїх знань і нетрадиційному підходу до вирішення навчальних і пізніше професійних проблем. Відомо, що у вищих навчальних закладах вивчення іноземної мови є розширенням і поглибленням базового рівня з урахуванням профільної орієнтації студентів, тому навчальний процес складається з тих предметних областей, на які спрямоване навчання іноземної мови. У процесі вивчення іноземної мови у системі вищої освіти необхідно формувати не тільки іншомовну компетентність, а й професійну. Інтеграція дисципліни «Іноземна мова (англійська)» та інших предметів має очевидні переваги, які були перелічені в дослідженні. Одним з основних напрямів у вищій освіті нині є інтеграція іншомовної та професійної підготовки, адже сучасна освіта – це інтеграція особистісних якостей і професійних компетентностей, заснованих на іншомовній підготовці. Цей підхід забезпечує обґрунтування всієї структури змісту професійної підготовки на основі базових і спеціальних дисциплін. Сучасні тенденції вимагають нових підходів до підготовки майбутніх фахівців. Однією з вимог до утворення студентів стає різнобічний розвиток особистості і набуття гармонії з навколишнім світом і з самим собою. Одним із засобів вирішення цієї проблеми є вивчення іноземної мови як компонента формування професійної компетентності. Вивчення іноземної мови в університеті обов'язково має базуватися на формуванні та розвитку іншомовної компетентності. До структури іншомовної компетентності слід вважати належними такі складники, які відображають ступінь обізнаності майбутнього економіста щодо особистого та професійного значення іноземної мови, навичок, набутих у процесі навчання, а також ціннісно-смыслового середовища. Це передбачає безперервність іноземних мовних, комунікативних, професійних і культурних компонентів.

Ключові слова: інтеграція, іншомовна компетентність, дисципліни, майбутні економісти.