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FOREIGN LANGUAGE COMPETENCE FORMATION FOR FUTURE ECONOMISTS: FOREIGN EXPERIENCE

The successful integration of the domestic economy into the world, increasing the competitiveness of the Ukrainian specialists in the international markets depends on the level of professional training. Therefore, the foreign language competence formation of future specialists, in particular economists, is one of the key areas for the modernization of Ukrainian higher education.

One of the important components of a competitive economist's model is the knowledge of a foreign language that will allow him/her to handle significant flow of information, establish business and intercultural contacts and relationships. In this connection, the need of the society, business corporate communities, students themselves in mastering a foreign language becomes an urgent need as an important means of business and intercultural communication.

Therefore, the national system of higher education actively discusses the features that distinguish the training of future economists in the context of the of foreign language competence formation. Consequently, the appealing to the experience of foreign countries in order to find useful pedagogical ideas and their implementation in further education is an urgent task.

This research examines the specifics of the training for future economists in European countries, which show the greatest research activity and best results in this area, namely Great Britain, Germany, Italy, Finland, Estonia.

In the international practice of foreign language competence formation for future economists, there are special concepts – Foreign Language Pre-Service Training (studying a foreign language at the stage of basic education), Induction (mentoring, support for future economists during the first 1-2 years of practice) and In-Service Training (Pre-training of specialists in the system of additional education and internship training).

The structure of the British foreign language vocational education system requires that a future economist (B-2 level under the British system), obtain a Bachelor's degree in Economics, Econometrics [6].

The main requirement for the foreign language training of future economists is the ability to improve their communication skills comprehensively. A distinguishing feature of the system's criteria is that teachers at this stage need to create the basis for future economists to continue to be educated and work in another country. If the desired language is not included in the content of the basic training of future economists, they need to learn an additional program implemented on the basis of the Ministry of Education of the United Kingdom [3].

Speaking about the achievements of the British educational system in the field of foreign language training for future economists, it is important to pay attention to the training system developed by the Cambridge English Language Assessment Examination Center. It is represented by different courses with the possibility of examination in the chosen field and obtaining certificates that are recognized throughout the world. An additional course for the program «Teaching English as a Foreign Language» – «English for Economists» (teaching foreign language specialists, Learner Extension to CELTA – Certificate in Teaching to speakers of other languages) is oriented towards forming the foreign competence of future economists. The course includes a theoretical block (6 sections aimed at language training), as well as test activities [2].

Consequently, in the UK, foreign language training for future economists is being implemented, integrating all the subjects included in the program (including the foreign language), with the provision of further growth in the system of raising the foreign language skills. Thanks to the advanced system of pre-training on the basis of state courses and attestation centers, standardization of the quality of foreign language education is ensured.

The purpose of forming the foreign language competence of future economists who study foreign languages in the system of higher education in Germany is the training of specialists capable of combining the development of foreign language communication skills and professional consciousness, taking into account the peculiarities of language policy and didactic conditions of learning [5].

The foreign language competence formation for future economists of the language takes place at universities and colleges. The study of a foreign language of professional orientation (for specific purposes) in the content of university curricula is developed for 7-10 semesters, depending on the educational institution and the profile of training. After passing examinations, experts pass two-year internship in an educational institution, which allows to confirm their foreign competence and get a vacancy [5, p. 60].

Foreign language training for future economists in Germany has common features with the British experience previously described. Undeniable advantage is the developed system of mentoring and passing of domestic and international practice.

In Italy, the goal of foreign language competence formation for future economists is to increase the level of foreign language education specialists to the threshold level (B1). One of the key aspects of the content of foreign language training is the relation between intercultural, linguistic and professional units. As for organizing the formation of foreign language competence, this manifests itself in the harmonious combination of traditional forms of learning with modern interactive technologies, contributes to the development of critical thinking, research competence, and motivation to self-improvement in the professional community [1, p. 38].

Italian researchers are paying particular attention to the further preparation of future economists in language courses and training systems. The program for organizing such training began in 2003, when the study of a foreign language became a compulsory component of the curriculum of future economists, beginning with the first year of study at universities. According to scientists, formation of the foreign language competence of future economists, it is important to build in accordance with the concept of interdisciplinary language integration (CLIL – Content and Language Integrated Learning) [1, p. 35].

In Italy, foreign language training for future economists is characterized by the integration of linguistic, professional and intercultural blocks, as well as the focus on improving the skills of future economists in the system of additional training.

Considering the experience of forming the foreign language competence of future economists in Scandinavian and Baltic countries, it should be noted that the University of East Finland implemented a joint international master's program of studying foreign languages of professional orientation. The purpose of the program is to embody the main idea of this educational direction – training highly qualified graduates who can successfully work in the international economy, implement federal state requirements for the structure of foreign language education. The strategies for obtaining a qualification of a future economist in Finland with a foreign language qualification (so-called double qualification) are quite common. This attitude is explained by high requirements for foreign language proficiency in the professional sphere [4, p. 21].

The target orientation in Estonia is the foreign language training of future economists who can use language as a means of general professional development of students. The profile program for the formation of foreign language

competence for future economists is implemented within the framework of professional training for the bachelor's degree. From the cycle of disciplines, taught in a foreign language, students are asked to choose depending on their profile of specialty and foreign language skills. The main emphasis is on the individual creative orientation of the formation of foreign language competence. The educational process is constructed so that for most of the time the student carries out foreign language professional practice [20, p. 39]. Practice in a specialty within such educational programs is an integral part of the training of future economists, in which students undergo several stages from monitoring the process of professional communication in a foreign language to active foreign language activities in the team.

The content of the formation of foreign competence for future economists is characterized by a combination of theoretical and practical experience. At the same time, the volume of special disciplines that fill these blocks varies. In a number of countries, students begin to practice the use of a foreign language of vocational guidance at the final stage of study (UK, Germany). In other countries, students are gradually involved in immersion in a foreign environment at all stages of the development of the educational program (Finland).

As a result of the analysis of foreign experience in formation of foreign competence of future economists, it was established that the main purpose of foreign language education is the high level of foreign language proficiency. However, each national education system has its accents and specific features. Thus, in different countries the purpose of training is the foreign language professional formation of a future economist who implements the principle of studying a foreign language of professional orientation (Great Britain, Germany, Finland, Estonia), the upbringing of a future specialist who speaks a foreign language as a means of communication in an integrated educational environment (Finland), focused on practical activities and continuous improvement of their professional qualities (Italy).

The conducted research testifies to the wide variability of the system of foreign language competence formation for future economists in the modern world in accordance with the dynamism of its development. Undoubtedly, such international experience is a valuable resource for the development and saturation of new ideas of the domestic practice of foreign language competence formation for future economists.

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Б. Чернявський

Формування іншомовної компетентності майбутніх економістів: зарубіжний досвід

У статті розглядається зарубіжний досвід формування іноземної мови для майбутніх економістів. Такі європейські країни, як Великобританія, Німеччина, Фінляндія, Естонія, Італія, були взяті для розгляду зарубіжного досвіду формування іноземної мови для майбутніх економістів. Проте кожна національна система освіти має свої акценти та особливості. Таким чином, в різних країнах метою навчання є: професійне формування іноземної мови майбутнього економіста, який реалізує принцип вивчення іноземної мови для професійної орієнтації (Великобританія, Німеччина, Фінляндія, Естонія), виховання майбутнього фахівця, для якого іноземна мова є засобом спілкування в інтегрованому освітньому середовищі (Фінляндія), орієнтація на практичну діяльність і постійне поліпшення своїх професійних якостей (Італія). Проведені дослідження свідчать про широку мінливість системи формування іноземної мови для майбутніх економістів у сучасному світі відповідно до динамічності її розвитку. Безумовно, такий міжнародний досвід є цінним ресурсом для розвитку та насичення нових ідей для вітчизняної практики формування іноземної мови для майбутніх економістів.

Ключові слова: зарубіжний досвід, вітчизняний досвід, майбутні економісти, іншомовна компетентність, формування іншомовної компетентності.

B. Cherniavskiy

Foreign Language Competence Formation for Future Economists: Foreign experience

The article deals with foreign experience of foreign-language competence formation for future economists. Such European countries as Great Britain, Germany, Finland, Estonia, Italy have been taken to review foreign experience of foreign language competence formation for future economists. However, each national education system has its accents and specific features. Thus, in different countries the purpose of training is the foreign language professional formation of a future economist who implements the principle of studying a foreign language of professional ori-

entation (Great Britain, Germany, Finland, Estonia), education of a future specialist who speaks a foreign language as a means of communication in an integrated educational environment (Finland), focused on practical activities and continuous improvement of their professional qualities (Italy). The conducted research testifies the wide variability of the system of foreign-language competence formation for future economists in the modern world in accordance with the dynamism of its development. Undoubtedly, such international experience is a valuable resource for the development and satiety of new ideas for the domestic practice of foreign-language competence formation for future economists.

Key words: foreign experience, domestic experience, future economists, foreign-language competence, foreign language competence formation.

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