

9.4 The role and place of the subject "foreign language" in the context of ensuring the professional adaptation of future economists

The phenomenon of professional mobility is one of the most crucial research topics, since mobility provides an advantage in the global economy. A specialist who is able to adapt to new requirements is of interest. Consequently, a university graduate must possess skills and abilities that will help him to change his activities in the context of social transformations, social reforms, wars, development and obsolescence of technologies, as well as developing industries. Graduates of economic universities whose career depends on their ability to adapt to changes in various fields of work are no exceptions. The social conditions of professional mobility require the search for new pedagogical technologies.

From the very first days of the establishment of Soviet educational institutions, foreign language teaching was subject to the goals and objectives of society. What students should be taught - has always been determined by the social order of society. If we turn to the work of scientists, we can trace the target guidelines of a number of programs in historical chronology [535, 538]. The first program for higher education appeared in 1925. Workers and peasants, mostly unprepared in terms of a foreign language, entered educational institutions. It was necessary to adapt them to the culture, to develop the skills of reading foreign literature, so such a program provided primarily training in reading any foreign text, but starting with the basics. And the program of 1929 focused on teaching reading not general foreign literature, but literature on the specialty.

In 1932, in connection with the rapid construction of socialism in our country and the arrival of foreign specialists in the USSR, the educational goals of the non-language educational institution changed. The country needs a specialist who can communicate with foreign colleagues in their language. The goal of the program is to develop oral skills along with reading special literature. 1937 was a special year in the life of higher education institutions: for the first time entrance exams in a foreign language were introduced. A student, who learned a foreign language at school came

to the educational institution. It became possible to make higher demands to him. A special place in the programs was given to independent reading. For the first time, teachers-practitioners came across "thousands" of printed characters that a student had to read. The main purpose of learning was understanding without translation, so it is not surprising that the vocabulary in the programs took a leading place.

The 1938 program had two options: for beginners and for those continuing their studies. Novice students had more study hours at the educational institutions. Favourable conditions for in-depth and varied work were created for students who had previously studied the language. The language was taught until the fifth year of study, and one hundred hours of foreign language classes were allocated. However, this program also had its drawbacks: it did not distribute language material by years of study, underestimated the role of translation, because it was considered only as a means of learning.

Later, in 1940–1942, the goal of teaching in foreign language programs was stabilized. Every student must be able to read literature fluently and be able to speak. During the Great Patriotic War, this goal was expanded by the requirement of time - to study military terminology. Special attention was also paid to interpretation, as many students, especially in the humanities, often went to the front as translators. After the war, there was a big shift in translation in educational institutions. Grammar analysis takes up 50 percent of learning time. The availability of theoretical material was determined by the introduction of the lecture method of teaching in some educational institutions. Theoretical information on grammar was the main content of the programs (1947, 1949, 1950).

In the 1951 program, the theoretical material was further enhanced by the inclusion of general linguistic problems in the course. Almost all of their study time in foreign languages was devoted to mastering them. The main thing is learning to read on the basis of formal analysis.

It was only in 1955 that the question arose as to the need to expand the target guidelines in higher education. However, the teaching of grammatical basics of language is not included in the programs of 1955-1957. In addition, theoretical and

linguistic material is excluded, special attention is paid to the development of students' practical skills: reading special literature and translation of special terminology. The grammatical material identified by the programs is already limited by these two practical objectives.

However, modern information technologies, the situation on the labour market have put forward to the teaching of foreign languages in higher education new, more radical requirements for the training of young professionals [536, c. 7]. Characterizing the new programs, it should be noted that they are fundamentally different from the previous ones primarily in that they clearly orient society to the modern social order, not only declaring such a focus, but also proposing ways to implement this task taking into account the requirements of higher education.

The university discipline "Foreign Language" at this time is significantly influenced by the changes taking place in our society. Among these changes, the determinants in economic educational institutions can be considered changes in economic policy [536, p. 5].

At present, Ukraine is an integral part of the European and global social space. At the same time, the distinctive feature is the growing participation of even certain regions of the state in foreign economic activity.

The world economy has entered a period of development when it is increasingly difficult to find differences between domestic and foreign markets, and active participation in the world labour market will determine the basis of economic development in the future.

The revolutionary changes taking place today in the field of information technology and the expansion of the Internet require new approaches to external activities. New technologies are changing not only work, but also the processes of cognition, forms of communication and even recreation. The forms of business between states, governments and leaders are changing accordingly. A large number of citizens and private entrepreneurs enter the international arena, despite the established limitations of distribution systems and diplomatic protocols. The Internet has created an unprecedented need for constant and rapid exchange of information in the

government and private sectors. In these conditions, the issues of training specialists competent in the field of international cooperation are more urgent than ever.

Training of competent specialists in the field of foreign economic activity and economists of international profile is considered an important condition for solving a number of economic problems. And here it should be borne in mind that the nature of crises that periodically encounters the economy of Ukraine, along with objective circumstances, are subjective factors associated with insufficient knowledge of economic processes. On the other hand, the progressive development of the regions requires from specialists the appropriate level of education, which will allow to realize all the opportunities, all the potential inherent in the economic complex of the region [538, p. 67].

The country has a developed system of training economists. Many educational institutions pay great attention to the training of specialists in the field of economics. However, the current conditions of society are such that efficiency should be assessed not only by such criteria as training, knowledge of modern computer technology, the degree of adaptability to labour market demands in the financial and economic spheres, but also knowledge of foreign languages. Training a professionally adapted international economist is impossible without changing the approach to teaching foreign languages in higher education. It is time to review some training and education programs, to anticipate the need for in-depth study of languages [538, p. 73].

To this end, we consider the requirements for the discipline of "Foreign Language" by state educational standards. Among them, great importance is given to knowledge of a professional nature, such as: teaching the main features of the full style of pronunciation, which are characteristic in the field of professional communication; explaining grammatical phenomena typical for professional communication; getting acquainted with the culture and traditions of the country of the studied language, the rules of language etiquette; reading and discussion of texts on a wide and narrow profile of the specialty; learning to write, in particular business correspondence, as well as a number of other linguistic phenomena, the formation of which is the main criterion of professionalism in such a field of human activity as economics [536].

The process of learning material is not just memorization, from a scientific point of view. Of great importance is the problem of conditions and principles of development of cognitive activity, therefore, the process of learning a foreign language should be built so as to form a certain type of mental activity, the thinking of the future economist.

Thus, the training of a professionally adapted specialist in the field of economics by means of a foreign language becomes possible only if such general features of teaching foreign languages in a non-language educational institution are taken into account.

Practical orientation of training. The practical orientation of education should be understood as a harmonious combination of theory and practice, in which the goals of education are practical, general and educational in nature [535, p. 10].

The practical goals of studying in an educational institution of economic profile include providing the specialist with the opportunity to get acquainted with the level of development of economic processes abroad, as well as to create conditions for professional adaptation of the economist by foreign language. Teaching a foreign language in an educational institution has a clear practical focus and subjectivity. Students master the language, primarily as a means of obtaining information from their specialty [532]. However, the current realities of training a specialist in economics are such that from the factor of quality training of future economists, a foreign language becomes one of the factors of their professional adaptation. Even within the walls of higher education in the process of preparing annotations and abstracts on the basis of foreign special publications and the Internet, speeches with reports in foreign languages at conferences, the student masters not only foreign language as such, but also techniques for working with special foreign literature, notation and specific for foreign experience concepts. This not only contributes to the improvement of communication skills, but is the most important part of the formation of professional qualities of a high-level specialist. Solving practical problems becomes possible only if the foreign language is closely connected with the profile subjects.

The general educational goals of teaching are to develop in students a scientific understanding of the peculiarities of a foreign language as a means of communication [535, p. 11]; to form in students the correct idea of language as a social phenomenon. To this end, in the process of teaching students should be acquainted with the informational properties of language, with the peculiarities of the formation of vocabulary in connection with the history of the people and society, with the peculiarities of the functioning of language categories. All this should be done in the light of the integrative nature of learning, and based on economic sources. Knowledge of these features is a necessary factor in the development of students' communication skills.

Educational goals are to develop students' scientific understanding of the nature and features of language as a means of communication, as well as to acquaint students with the customs and traditions of the country of the language being studied.

Thus, in the unity of the three main goals of teaching, the key condition for their implementation is the phenomenon of adaptability - the reflection of new trends in education in general and in the process of learning a foreign language in particular.

The hereditary nature of education is another feature of teaching foreign languages in higher education [4, p 43]. As a continuation of schooling, the university course is based on the knowledge, skills and experience acquired by students at school. In this regard, in most educational institutions there is a differentiation of groups, which reflects the level of foreign language proficiency of their members and can significantly increase the efficiency of the teaching process.

The high degree of generalization is expressed in the fact that the language knowledge obtained by students on the basis of generalizations is formed into a directed functional system [532, p. 50]. Psychological features of students allow to do it with a greater degree of generalization than in school based on generalization of material through graphs, schemes, working algorithms, which contributes not only to the formation of students' holistic view of language, but also to identify the relationship of linguistic phenomena with phenomena of social and economic life of society. It is worth emphasizing that language teaching in higher education should be presented not

as a simple series of classes, but as a serious course, determined not only by its clear goals and objectives, but also by the techniques of mastering material with a strong professional orientation.

Increasing the share of independent work [536]. It is known that language cannot be taught, it can only be learned. After all, according to I. Berman, mastering the language means automatically using language tools in communication, and skills can be formed only under the condition of active intensive activity of the learner [532, p. 45]. In this regard, the task of the teacher is to create a motivational basis for independent work of students, including the means of reliance on specialized disciplines, which is particularly clear in the example of economic higher education. Participation in economic conferences in a foreign language, preparation of business projects, development of marketing strategy - these and other types of independent work not only stimulate interest in a foreign language, but also, as a result, contribute to the professional adaptation of the student's personality.

It is known that the effectiveness of foreign language teaching in an economic institution largely depends on the connection with the specialized disciplines [531, p. 67]. The question of the dependence of the content and methods of teaching a foreign language on the specifics of the faculty and the organization of the educational process has not been fully explored. It's not just that by linking foreign language learning to specialized disciplines, we provide the cognitive value of the learning material. Information processing, methodical processing of educational materials should be more flexible, mobile, aimed at the formation of communication skills, as one of the links of professional adaptation of the economist [533, p.18].

The reliance on integrated foreign language teaching was the result of increasing the role of foreign languages in the system of specialist training. Taking into consideration the fact that in the conditions of intensification of social production before higher educational institutions of non-language specialties the task is not only to train erudite, highly qualified specialists, but also to teach them to use knowledge in related sciences in their practice, installation of interdisciplinary ties is becoming increasingly important, acting as a means of an integrated approach to the subject

system of education [533, 536, 538]. The relevance of taking into account interdisciplinary links in the educational process is confirmed by the fact that they have general properties, their effect can be extended to all disciplines and the study of each topic may include certain forms [531, p. 67]. This improves the quality of training and creates favorable conditions for deeper understanding and quality processing of material for the purpose of professional adaptation of the future economist.

Finally, an important feature of foreign language teaching at the present stage is the process of computerization. In the age of technological progress, when the global computer network is increasingly becoming a leading element of socio-economic relations, allowing billion-dollar deals to be concluded in a distance of thousands of kilometers, online skills are directly related to knowledge of foreign languages, considering them as a condition of equal business communication with representatives of various foreign companies.

In order to study the role of a foreign language in the process of professional adaptation of the future economist at the present stage, we need a comprehensive analysis of the process of teaching foreign languages in higher education. Considering this phenomenon in terms of a systematic approach, it can be defined as a purposeful process of transferring knowledge, skills and abilities of foreign language proficiency in the learning process, which is based on basic pedagogical principles. Let's consider these principles in terms of achieving practical learning objectives.

- The principle of integration of language and economic training of a specialist involves increasing the role of the discipline "Foreign Language" in the process of organizing training in specialized disciplines. The development of intellectual, creative personality of the future economist involves the expansion of professional knowledge through analytical processing of foreign sources of information in the specialty, through the ability to generalize and find logical connections between related fields of knowledge, establish causal relationships, and apply obtained knowledge in practice while studying profile disciplines. This determines the distinguishing a foreign language among the factors ensuring the professional adaptation of specialists in the field of economics.

- The principle of professional orientation of the content, forms and technologies of teaching a foreign language. Recently, the principle of professional orientation of teaching foreign languages in higher education institutions has become increasingly important. Thus, the question of the ultimate goal of teaching, expressed by the professional adaptation of the learner, by finding new forms, introduction of innovative technologies to improve the quality of training of future professionals, largely determines the nature of teaching materials and foreign language programs [538, p. 61]. This happens not arbitrary, but, above all, depending on the professional needs in foreign languages of specialists in the field, which in economic education puts the discipline of "Foreign Language" among the factors that directly affect the process of professional adaptation of future economists.

- The principle of combination and interdependence of professionally important qualities of the future specialist. Along with professional training, an important place in the professional adaptation of the learner should be given to the formation of key qualities, including the ability to take responsibility for decision-making, willingness to live with people of other cultures, languages, religions, application of new technologies, ability and desire to learn all life, and, finally, proficiency in several languages, as a necessary condition for successful socialization of the individual.

The results of the analysis of the main trends in the field of training future economists proved the need to develop a new approach to the organization of the learning process in specialized educational institutions taking into account new forms and methods, including within the discipline "Foreign Language", that can be reached on the basis of such principles of foreign language teaching as: the principle of integration of language and economic training; the principle of professional orientation of the content, forms and technologies of teaching a foreign language; the principle of combination and interdependence of professionally important qualities of the future specialist.