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CREATION OF A SYSTEM OF FOREIGN LANGUAGE TRAINING FOR STUDENTS OF ECONOMIC SPECIALTIES

In today's world, global cooperation and intercultural interaction are increasingly important, especially in the field of economics. As a result, there is a growing demand for specialists who possess not only economic knowledge but also international language skills. Our study aims to identify effective methods for teaching foreign languages to students studying economics. We will focus on analyzing modern approaches and practices that help students successfully master foreign languages, which are essential for those planning to work in the economic sector. One of the key factors in developing a system for teaching foreign languages to economics students is assessing their specific needs. It is essential to consider the international nature of the modern economy and its integration into global markets when designing language training programs. Knowledge of foreign languages is essential for successfully working in international companies, negotiating international agreements, and understanding the cultural characteristics of different nationalities. Additionally, economic specialists must be able to work with foreign literature, research, and statistics, which are often presented in languages other than their native ones [3, p.191]. Given these specific professional needs, it is crucial to provide high-quality foreign language training that meets the demands of the global labor market.

In the modern context of economic education, there are several effective methods and approaches to teaching foreign language courses. An analysis of research in this area has shown that the communicative approach is one of the most effective. It focuses on the development of students' communication skills, which allows them to use a foreign language in practical situations. In the context of economic education, this approach can focus on developing skills in business negotiations, preparing presentations, and writing business correspondence [2, p. 188].

Blended Learning technologies combine traditional classroom learning with the use of interactive online resources and electronic platforms. The use of such technologies allows students to learn the language independently, work with video tutorials, exercises, and tests online, and provides access to relevant materials in the economic sphere.

The project-oriented approach involves students in real projects that require them to use a foreign language to solve business problems. This allows students to gain practical experience in using the language in real professional situations and to develop critical thinking and creative problem-solving skills [1, p. 92].

The use of authentic materials such as videos, texts, and sound recordings from business and economic contexts contributes to realistic language learning. It helps students familiarize themselves with real situations and business environment, and develops listening, reading, and comprehension skills of specialized information [4, p. 57].

The use of interactive methods of teaching a foreign language makes it possible to involve students in group work, role-playing, discussion and project work, and promotes active involvement in the learning process. The analyzed methods and approaches take into account modern requirements for effective foreign language teaching in the context of economic education. The combination of different methods and their adaptation to the specific needs of students can improve learning outcomes and the development of language skills in the field of economics.

The role of intercultural communication and the development of intercultural competencies in the process of foreign language training of future economists is becoming extremely important. Intercultural communication involves interaction and communication with representatives of other cultures, where language competence is the basis for effective information exchange and understanding of cultural differences. In the context of economic education, intercultural communication plays a central role in building international business relationships, negotiating and concluding deals. The development of intercultural competencies includes the intercultural awareness, tolerance, empathy, and the ability to adapt to new cultural environments.

Thus, the creation of a system of foreign language training for students of economic specialties is an important stage of their professional training, as the modern economy requires fluency in foreign languages and cultural competencies. Assessment of students' needs in learning foreign languages is a key stage in developing effective strategies and programs. Effective methods and approaches to teaching foreign language courses in economic education include a communicative approach, the use of Blended Learning technologies, a project-oriented approach, the use of authentic materials and interactive methods. The combination of these methods ensures a versatile and effective learning experience for students.

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МЕТОДИЧНЕ ЗАБЕЗПЕЧЕННЯ АУДИТОРНИХ ЗАНЯТЬ В УНІВЕРСИТЕТАХ УКРАЇНИ

Згідно статті 26 Закону України «Про вищу освіту» (2014): «основними завданнями закладу вищої освіти є: 1) провадження на високому рівні освітньої діяльності, яка забезпечує здобуття особами вищої освіти відповідного ступеня за обраними ними спеціальностями» [3, ст. 26]. Саме тому маємо потребу розглянути методичне забезпечення аудиторних занять в університетах України.

Важливим аспектом методичної підготовки викладачів закладів вищої освіти України є сформована у нього здатність до методичного забезпечення аудиторних занять.

Під методичним забезпеченням аудиторних занять розуміють комплект навчально-методичних матеріалів, котрі використовують у природному перебігу лекційних, практичних чи лабораторних занять.