PROBLEMS IN FORMING OF COMMUNICATIVE FOREIGN LANGUAGE COMPETENCE OF STUDENTS-ECONOMISTS IN THE PROCESS OF PROFESSIONAL TRAINING

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Abstract

The problem of another language communicative professional competence of students- economists is trying to be investigated in the article. The peculiarities concerning requirements of modern Ukrainian and world economy are linked with the features of the high education system.

Key words: competence, mastership, inter-subject links, high level, professional self-realization

On the modern stage of Ukrainian economic development the problems of forming of economic culture, reorientation and essential perfection of high education of a future specialist have appeared.

The sense of special economic training has to mean the guarantee of formation and development of a corresponding level of economic enlightenment, bringing up, thinking, and as an integrated result- achievement of economic culture of future specialists in economic sphere.

Such kind of culture covers a wide range of economic activity: from students’ mastering the system of professional knowledge to their formation of essential public norms of economic behavior that expresses itself the level of students’ economic development. The necessity of formation of professional communicative competence in the system of high economic education is determined with the laws, principles and peculiarities of functioning Ukrainian economy, rising management role in enterprising activities and high importance of human’s factor in the management of social- political, economic and social-psychological processes in enterprises.

During students’ getting economic education in high educational establishments imperfect understanding of importance and absence of purposeful forming of economic culture with the aim of making professional activity in the market conditions take place. There is an insufficient level of formation of professional communicative competence in the process of studying professional disciplines with help of subjective-active pedagogical technologies and methodic. There is not enough attention for creative abilities professional intellect and thinking. Students have a rather low level of system practical thinking towards solving professional problems.

The modern practice of economic activity determines the new approaches to the system of high education that includes creative use of general and professional students’ intellect in their study, purposeful forming and developing economic thinking among future specialists of economic sphere. The aims, tasks, principles, organizing and methodical base in forming of economic thinking for communicative competence must be clearly defined.

In the conditions of development of Ukraine, deep and progressive changes are made in all lively important spheres of our society, support ideas of Bologna process and the dynamic reformation of the system of high education. The present priorities in the state policy in educational sphere, especially economic one, are oriented for training economists with high intellectual potential, developed special competence, able to be self-realized and self-developed, that is declared in Ukrainian law “About High Education” (2001). Ensuring of solving based strategic task can be only realized by the specialist who has developed abilities and skills and essential mastering (foreign) communicative competence, as knowledge of norms and rules of professional communication on the international level, owning its technologies, the item of which is the term “communicating personal potential”, that is a necessary condition of its realization.

This problem stays to be not enough investigated towards a future specialist of economic institutes considering modern requirements, specifics of education in conditions of the other lingual informatization and approach in training specialists according the ideas of Bologna process. It has been tried to work with by a lot of scientists and specialists (V. Adolf, E. Isayev, T. Brazhe, D. Hymse), but must continued to be researched as the development of ma
Defining the sense of foreign language professional communicative competence as a mastery to solve professional tasks with the help of foreign language communicative means, it is necessary to light out the main problems of these abilities that students have to get. In practical pre-training of specialists- economists there is inessential developing of the mentioned question in:

- a low another lingual school level of pupils’ knowledge;
- very limited including modern productive communicative methods into the process of education;
- low motivation of students- economists for getting another lingual communicative knowledge;
- absence of the permanent system in using methods and means of training students with domination of reading- translating methods of work;
- necessity of a high-quality specialist of economic profile and inessential level of the communicative base;
- professional approach of foreign language educational program (intersubject links) [1];
- absence of scientifically determined sense of forming of a professional communicative another lingual competence of specialists- economists and the necessity of its including into the system of professional training in the economic sphere.

So, the main contradiction is between high requirements of students’ mastering the essential level of the communicative (foreign language) professional competence and the real level of their training. This contradiction emphasizes the actuality of the problem and determines the necessity of searching answers on certain questions:

- how to link achievements of essential level of (another lingual) communicative competence of the modern student with his psychological and pedagogical pre-training
- which possibilities a high educational establishment has towards systematic forming and developing (foreign language) professional competence of a student including economic orientation
- which conceptual pedagogical principles are better to use for training students’ professional communicative competence
- how to provide a high motivation in training a lingual theory from the first days of students’ study at economic university.

Students differ with high interest in the questions of developing personal self-realization, their work in perfection of communicative skills, their opinions of work sense and benefit, imagination about conditions, objects, character of future work, necessary knowledge and qualifications for professional duties. Theoretical lessons of communicative theory must be held, concerning students- economists, where they will be able to get new knowledge, check old one, and fill the gaps. It should be deep and systematic that considers all modern requirements and help students to achieve a new scientific worldview according communicative peculiarities. Students will understand a communicative activity as a system with certain parts; know links between them and laws of the system. The knowledge does not have to be isolated from students, but becomes an organic part of their worldview. The teacher with an orientation into economic activity must more emphasize students’ emotional moments educating their intellect. The material should be clear, certain, bright and sensitive [2].

It must be provided the problems of offered material that requires students’ self-solving questions and changing opinions. Students’ creative abilities should be used. They are to be stimulated in self-mastering scientific literature, preparing reports, participating in conferences with the aim of expressing their points of view, public performing. For developing communicative skills students must be able to organize oral speech, build phrases properly, lead a dialogue, and vary stylistic devices and methods of communication. It is useful to organize work in groups, diversify it and make productive from the point of forming communicative skills more interesting and dynamical. The whole complex of organization of pedagogical communication can be expressed in three forms: individual and collective work, work in pares and work in small groups.

Division is made according the level of self-work or cooperation with a group and a number of its members.

Forming of students’ communicative professional skills of high economic universities ex-
presses a wide time process that expects holding a detail search of the state of students’ communicative professional competence (concerning foreign languages), adaptation of expected specific training material to students needs, recognizing the system of communicative qualifying methods, organization of communicative professional (economic) students’ training and perfection of communicative teaching mastering, diagnostics of the level of students’ communicative professional skills. Theoretical pre-training, practical using knowledge, economic specialization with communicative professional character in training, dialogical character in relations of participants, expectation to solve together professional tasks with the help of professional (foreign language) communication, presentation of different forms of communication provide spreading and deep in mental potential, forming skills, creative search.

References: