

USE OF DIDACTIC CAPABILITIES OF A FOREIGN LANGUAGE FOR THE FORMATION OF PROFESSIONAL MOBILITY OF FUTURE ECONOMISTS

The article reflects the importance of using the didactic capabilities of a foreign language for the formation of the professional mobility of future economists. Didactic principles, styles and methods of teaching a foreign language in the process of preparing future specialists in economics that will promote better, effective knowledge acquisition, awareness of their importance and the need for future professional activities, which will ensure the formation of a desire for students to study throughout their life, regardless of external the circumstances are proposed. It is substantiated that the practical application of the appropriate didactic principles of teaching a foreign language of future economists will effectively contribute to the formation of their professional mobility.

Key words: professional mobility, formation of professional mobility of future economists, teaching of a foreign language, didactic principles of training, professional activity of future economists, didactic possibilities of a foreign language.

Due to the country's external and internal political orientation, accession to the European community, global socio-economic changes in society, higher education institutions are faced with requirements for the training of specialists in the economy that meet the requirements of the international labor market.

Today, professional activity is unstable due to unpredictable working conditions, new demands for professional duties, competition and job cuts. A big problem is also that in the labor process most workers are not able to fully disclose their potential in conditions of limited professional activity. Therefore, numerous of employees, while hiring, prefer the activities that will enable them to realize their acquired knowledge and abilities, and improve them for further professional growth. In this regard, it is important to organize a process of studying at a higher education institution aimed at professional mobility formation of future professionals, in which an effective learning of a foreign language plays an important role.

In the process of learning, students should receive professionally relevant, professional and foreign language communication skills, that can be used in future professional activities. Therefore, one of the main tasks of higher education is the search for effective technologies and methods of teaching a foreign language to prepare future economists for high-performance professional activities. It is indisputable that the knowledge of a foreign language is a great advantage in the applying for any position. A specialist who speaks a foreign language and is able to communicate freely will be faced with fewer problems, both in everyday life, if necessary, to travel abroad, and in the field of professional activities, in solving international problems.

The sociocultural context of foreign language acquisition is undergoing significant changes, and it becomes one of the reasons for changing the purpose and content of language education in higher education institutions. In the educational process, personally oriented teaching is actively implemented, in the center of which are students, their abilities, interests and needs. Professionally-oriented training will greatly contribute to the process of formation the professional mobility of future professionals.

Learning foreign languages, as well as other academic disciplines in higher education institutions, is based on compliance with generally accepted principles of didactics. There is a large number of well-known didactic principles in pedagogy that are constantly changing and supplemented, depending on the direction of the educational process. These include such as: the principle of visibility, the principle of consciousness, the principle of science, the principle of activity, the principle of individualization, the principle of availability, the principle of systematic and consistency, the principle of collectivity, the principle of problem, the principle of developmental education, etc. Didactic principles are the structural provisions that set goals and methods of training.

Didactic principles play an important role in the educational process of higher educational institutions, since they provide for the fundamental and practical training of a specialist for future professional activities, which is ensured by the persistent independent work of students. Therefore, in preparing future economists in foreign language classes, it is important to adhere to certain principles that will contribute to the formation of their professional mobility, such as the principle of autonomy, the principle of visibility, the principle of interactivity and communicativeness.

Taking into account the specialty of the future economist in the field of teaching a foreign language, we attach particular importance to the following principles: communication theory and practice of teaching, self-development and self-education, communicative orientation, problem and activity, professional orientation of training. The combination of such didactic principles in the learning process will contribute to the fact that the student in learning a foreign language will master theoretical data, practical skills of professional foreign language communication, and will recognize the need for continuous improvement of the acquired knowledge and skills, taking into account the experience of foreign colleagues.

The process of preparing future economists in foreign language classes involves the use of certain learning styles, which include: reproductive, creative, emotional, value and cognitive, etc.

The use of video materials in foreign language classes greatly increases the interest of students in communicative activities, which plays an important role in the professionally important qualities of a future economist. Videomaterials that can be used for classes include: movies, TV shows and short video clips related to professional orientation, presentations, etc.

An important influence on the effectiveness of learning a foreign language is the use of interactive methods during grammatical exercises. Such methods have a positive effect on the interpersonal relations of students, promote the creation of a relaxed atmosphere in classes, which develops interest in learning, and thus contribute to a better learning.

The peculiarity of studying a foreign language is that this process, at first, involves, the formation of speech skills, and then - the mastering of knowledge. The use of audiovisual Internet sources in the teaching of a foreign language facilitates the expansion of the possibilities for the search and assimilation of information. Such advanced training allows to effectively implement didactic rules, in particular, the principle of visibility.

Didactic Internet technologies allow watching videos, listen to audio recordings that encourage students to actively engage in conversations, dialogue between native speakers and enable them to learn more effectively. The use of informational resources in foreign language classes allows to solve a lot of didactic tasks in the learning process, such as: formation and improvement of reading skills, listening to the Internet; improvement of monologue and dialogical statement; improvement of written skills by preparing essays, essays, etc.; replenishment of the vocabulary.

Analysis of the research shows that in the process of studying in a higher education institution an essential component is the teaching of a foreign language of future specialists, taking into account the organization of the atmosphere at the classes, so that all participants have the opportunity to freely establish contacts with each other; psychological components of studying a foreign language; peculiarities of students' perception of information; use of linguistic material; creation of conditions for the positive influence of the communicative aspects of linguistic activity, taking into account the simulation of the situations provided for by professional activity; observance of the principle of open feedback; use of multimedia and Internet technologies. Proper choice of means, forms and methods of teaching a foreign language contributes to the confident positioning of a future specialist in the labor market and determines the effective formation of his professional mobility.

It can be noted that in today's working conditions it is difficult to overestimate the importance of studying a foreign language, since its possession makes it possible to more effectively process media information of an international level, allowing communication with foreign partners. In addition, a specialist who has a high level of knowledge of a foreign language has a high demand in the labor market. This is due to the fact, that a worker who speaks a foreign language is more willing to show such professionally valuable quality as professional mobility.

So, the proper application of certain didactic principles, such as: connection of theory and practice of teaching; visibility; communicative; the professional orientation of learning activities on self-development and self-education, styles and methods of teaching in foreign language classes in the process of preparing future economic specialists, will promote better, effective knowledge acquisition, awareness of their importance and the need for future professional activities that will create a desire for students to learn throughout life, regardless of external circumstances.

Therefore, for the purpose of generating professional mobility for future specialists in economics, the proper use of the didactic capabilities of a foreign language is important, such as: the connection of the theory and practice of teaching; visibility; communicative; professional orientation of educational activity on self-development and self-education. At classes it is necessary to use a lot of didactic opportunities of a foreign language for easy and effective studying. The viewing of documentary films of economic subjects, television programs, their discussion, analysis will contribute to the improvement of monologue and dialogical speech, communicative abilities of future economists; performing role-playing games in the form of imitating situations involving professional activities, will ensure greater readiness of the future specialist for future work, in all its aspects.