



# МОВНА ПІДГОТОВКА ФАХІВЦІВ УКРАЇНИ У

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# **Мовна підготовка фахівців України у новому тисячолітті: проблеми та шляхи їх вирішення**

**Збірник тез і матеріалів міжнародного науково-практичного семінару**

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С.І. Кострицька, завідувач кафедри іноземних мов, професор (ДВНЗ «НГУ»);  
І.І. Зуєнок, доцент кафедри іноземних мов (ДВНЗ «НГУ»);  
М.Л. Ісакова, викладач кафедри іноземних мов, канд. філол. наук (ДВНЗ «НГУ»),

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Містить матеріали міжнародного науково-практичного семінару «Мовна підготовка фахівців України у новому тисячолітті: проблеми та шляхи їх вирішення». Розглянуто сучасні тенденції мовної освіти, проблеми навчання іноземним мовам та шляхи їх вирішення. Увагу приділено навчанню ділової української мови. Матеріали учасників згруповано у розділи, що відповідають секціям семінару і відображують сучасний погляд фахівців різних країн на мовну освіту та досвід викладання іноземних мов. Розглянуто проблеми забезпечення гарантії якості мовної освіти, використання ІКТ та розвиток навичок автономного навчання.

The International Scientific and Practical Seminar "Challenges and Experiences in Foreign Language Education in the New Millennium: Ukraine" took place in Dnipropetrovsk (Ukraine). The reports and papers of the Seminar participants are given in five sections that correspond to the main sessions including plenary. The materials cover modern trends in language education, experiences of different countries and Ukrainian HEIs and challenges they meet in the new millennium while teaching foreign languages and Business Ukrainian. Special attention is drawn to ICT in language teaching/learning and autonomous learning.

*Відповідальність за достовірність фактів, цитат, власних імен та інших відомостей несуть автори публікацій.*

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**2.6 Some Insights into Internationalized Curriculum for Economists** *A.O. Khodtseva PhD in Pedagogics, Associate Professor of the Department of Foreign Languages at the Ukrainian Academy of Banking of NBU, Sumy, Ukraine* In the last few years we have witnessed dramatic changes in the field of management and business. New technologies have minimized distances, cultural differences are becoming less important and various political and economic actions are unifying nations. Economists are expected to operate on an international platform and even small businesses are becoming heavily involved in international trade.

Markets worldwide are becoming increasingly competitive and managers are expected to respond to ever changing business conditions. The purpose of education courses in Economics and Business is to provide students with the knowledge and skills that will enable them to operate in an international business environment. International business management involves a variety of disciplines and a clear appreciation of modern management techniques will provide students with the necessary knowledge and expertise to help them understand the professional challenges, which may await them.

Internationalization of modern business results in the character of curriculum of European universities, where a lot of courses are taught from the point of view of globalization of modern economy. The purpose of this article is to analyze the internationalization of the curriculum for economist training and to explore how foreign languages can contribute to this process.

In general, the values and objectives formulated in respect of the initiatives of internationalization of the curriculum directly reflect the changing environment of the higher education (i. e. macroeconomic and social globalization process) and the institutions' perception of the required responses and their new role in this, a revolution in communications technology is helping to create an interdependent "global village" which will require the services of men and women with a broad knowledge of their lands and societies.

Training such "internationalists" is the aim of the Ukrainian Academy of Banking. As nowadays, involving of Ukraine in world affairs is accompanied by some misunderstanding and friction, the future development of the country depends in part on the training of individuals capable of explaining Ukraine's circumstances in a foreign language. More than ever before, there is a pressing need for those with a broad cultural knowledge and attitudes. The economy has been interested in employees capable of successful dealing with competitors and markets all over the world. So, the curriculum in our institution is intended to give students a solid

foundation of learning and open up international professional opportunities to them. The analysis of questionnaires and students' interviews as for their motivation to participate in an internationalized curriculum shows that they are particularly interested in:

- Doing courses together with students from other countries;
- Raising awareness about the international aspects of their subject area;
- Strengthening their labour market chances;
- Learning foreign language

The internationalized curriculum is defined as: *"Curriculum with an international orientation and multicultural context and designed for domestic students or foreign students "* [1, 15]. The curriculum can be internationalized in terms of its content (formal aspects) or in terms of its form (operational aspects). The focus of the present study is on curricula with an international content.

The comparative analysis of International Business and Management departments syllabuses (University of Nottingham Business School, London City College and Ukrainian Academy of Banking) shows that they consist of a set of core subjects (Table I), a menu of specialist optional courses and a diploma or dissertation.

Table I

<b>London City College</b>	<b>The University of Nottingham Business School</b>	<b>The Ukrainian Academy of Banking</b>
Economics	Economics	Economics

Principles of Marketing	Marketing	Principles of Marketing
Principles of Accounting	Accounting and Finance	Principles of Accounting
International Business Communication	Strategic Management	Finance
Economic and Transport Geography	Quantitative Analysis and Informational Technology	Geography of Productiu Resources
Quantitative Methods for Managers	Managerial Economics and Business Policy	Informational Systems
Business and Company Law		International Business Communication
Management Informational Systems		International Marketing
International Marketing		Principles of Law
Business Administration and Management		

The core subjects of the above mentioned universities ensure that the key an of management and business, such as *International Business Communicati Principles of Accounting, Principles of Marketing, Economic and Transp Geography, Economics, Business and Company Law, International Marketing*. learned by all the students.

Among the elective subjects it is worth to mention *Decision Making* (t module considers quantitative methods, models and techniques, which have bit applicability in managerial decision making), *Business Ethics* (it focuses on: ethical implications of routine business activities) and *International Business Strati* (this course provides an analytical framework for understanding competit strategies in international firms) [2,6],[3,10]. Thus, internationalization of curriculum holds a high potential for the improvement of the quality of economis education as it provides more adequate preparation of students for internatia professions, increased knowledge on international aspects of business, enhant foreign language proficiency & effective training of intercultural & cross-cultural communication skills. ,,

The role of foreign languages in internationalized curriculum is of great importance. Much of this is obviously related to the country and extent to which its language is used internationally. Various patterns were observed:

1. The curriculum is taught in another language than the country's own language (usually English) in order to enhance its accessibility for foreign students. In Denmark teaching in a foreign language (English) is in general taken as a prerequisite of offering an internationalized curriculum to foreign students. The case of Netherlands is comparable. 55% of internationalized curriculum in this country are taught in English, 30% in Dutch, 11% in a combination of English and Dutch, 3% in Dutch in combination with another language.

2. Knowledge of one or more foreign languages is an entrance requirement of the course. Many French internationalized curricula reflect this condition.

3. The curriculum aims, besides the introduction of major subjects, to provide students with the basics of one or more foreign languages. Separate courses in this / these languages form a compulsory part of curricula. This can be illustrated by the case of the above mentioned universities where students have an opportunity to study French, German, Japanese or Spanish language. These are intensive courses which focus upon the needs of the business person and include development of communication skills covering everyday situations, using the telephone, reading and writing business correspondence, meeting business colleagues etc..

4. Foreign language learning forms the major subject in the curriculum, combined with cross-cultural communication issues and intercultural skills. These programs are most frequently found in Japan and focus explicitly on learning English. In Australia, less than 10 of cases correspond to this type of curriculum. In Europe the situation varies from country to country. For the countries together, again the policy of the European Union towards language training is of major importance.

Language policy of the Ukrainian Academy of Banking of NBU is in line with the European one. The syllabus include a two-year course of Business English,



German or French, followed by elective courses covering different modules based

students' needs and preferences in particular areas. The aim of the course s

develop students' general and professionally-oriented language competenc<sup>D</sup>

foreign languages to enable them to communicate effectively in their profess<sup>»</sup> ^

environment. The compulsory ESP/GSP/FSP syllabuses are designed for studt with B1 proficiency level on entry and includes 5 or 6 self-contained modules (T<sup>i</sup>' 2), which cover the main generic job-related skills. The order and balance of mod in the course is arranged according to the students' needs. The syllabus is calculi

for a period of two years (four semesters) with 360 hours of general duratia study.

**Table 2. ESP Syllabus Plan - Fina**

<b>Module No.</b>	<b>Module Title</b>	<b>No. of Contact Hours</b>	<b>No. of Credits</b>	<b>Form of 2. Assessment</b>
1	Doing Business across Cultures	72	2	Spoken interaction It
2	Telephoning	36	1	Spoken P" interaction
3	Reading for Professional Purposes	108	3	Reading Test el —
4	Presentations	72	2	Spoken production Fi
5	Written Communication for Business	72	2	Written test ft Nei
	<b>Total:</b>	360	10	<b>Final Exam</b>

On the whole, this course organization gives students an opportunity to facilitate!

individual mobility and competitiveness in the job market.

Given this, it can be concluded that internationalization of the curricula demonstrates the responsiveness of higher education institutions to the globalize

of their context and environment. Initiatives are largely based on strong perceptions of the need for internationally trained professionals, who are able to address cross-border and global problems from an international perspective and to work in a cooperative context with people from different national and cultural backgrounds. References

1. Internationalization the Curriculum : Issues and a Proposed Design for Case Studies", CER/IEA(1993)5, Paris. - 325 p.
2. The University of Nottingham Business School: MBA Programmes, Course Guide-2010. - 219 p.
3. London City College: Prospectus 2009-2010. - 31 p.

### **2.7 Visual Methods of Teaching a Foreign Language O.V. Lebed** *EFL teacher at the State Institution of Higher Education*

*"National Mining University", Dnipropetrovsk, Ukraine* It is now almost taken for granted that visual methods of teaching a foreign language produce better results than those which depend exclusively upon language.

Nowadays the use of various visual aids to achieve better results with less effort is generally acknowledged. Foreign language teachers are fully aware of the enormous help that pictures as a teaching aid can give them.

Teachers of English fully realize how important it is for their students to study English grammar in order to master the language as a means of communication. At the same time they know too well that both the study and teaching of grammar frequently cause loss of interest and boredom.

The primary aim of visual methods of teaching is to brighten up the teaching English grammar, to impress it more firmly in the students' minds, and to bring more variety and interest into language teaching as a whole and provide useful material for vocabulary building.

The pictures are largely used for two purposes which correspond to the two aspects of teaching each grammatical structure, that is the teaching of its

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