

старшокурсників; активно співпрацювати з потенційними роботодавцями; забезпечити психофізіологічну, фізичну, фахову готовність випускників до професійної діяльності.

ДЖЕРЕЛА ТА ЛІТЕРАТУРА

1. Беш Л. В., Дмитришин Б. Я., Беш О. М. та ін. Сучасні можливості підвищення мотивації студентів до навчання / Л. В. Беш, Б. Я. Дмитришин, О. М. Беш та ін. // Львівський клінічний вісник. – Львів, 2017. – № 1 (17). – С. 60–63.
2. Гилюн О. В. Освітні мотивації студентської молоді / О. В. Гилюн // Грані: науково-теоретичний і громадсько-політичний альманах. -Дніпропетровський національний університет ім. О. Гончара. Центр соціально-політичних досліджень, 2012. – №1. – С. 102–104.
3. Панчишин С., Сахарська О. Конкурентоспроможність робочої сили у відкритій господарській системі України / С. Панчишин, О. Сахарська // Вісник Львівського університету. Серія економічна. – 2009. – Вип. 41. – С. 3–7.

УДК 81-13:811

Tetyana Shylyieva
(Izmail, Ukraine)

INTERACTIVE LEARNING METHODS IN TEACHING ESP TO ECONOMICS STUDENTS

У статті проаналізовано застосування інтерактивних методів у підготовці майбутніх фахівців в галузі економіки на заняттях з англійської мови. Завдяки впровадженню компетентнісного підходу до навчання, важливим завданням вищої освіти на сьогодишньому етапі є формування прикладних навичок. Інтерактивне навчання надає майбутнім економістам можливість використовувати свої професійні терміни у спілкуванні з іноземними партнерами, вести переговори англійською совою, підписувати контракти, писати листи та розвивати співпрацю з партнерами.

Ключові слова: *інтерактивна технологія навчання, методи навчання, проектна робота, рольова гра.*

With the introduction of a competence-based approach to learning, the vital task of higher education is the formation of applied skills. Teaching English for specific purposes (ESP) to students is considered to be the priority in higher education. The ability to communicate in other languages plays a vital role in professional competence of specialists in economics. A productive lesson in a higher educational establishment should impart knowledge of foreign languages, as well as the ability to use a foreign language in various situations. Students should be taught to independently acquire knowledge, to be able to work in a team, to gain experience in solving problem situations. Developing independence and active participation in students can be achieved with the help of interactive methods of learning. The objective of interactive teaching is to prepare a young person for life and civic engagement in a civil society and a democratic state governed by the rule of law. Educational tasks of higher education should include the formation of intercultural communication skills in a multicultural society [2, p. 261].

The English language study plays an important role in forming professional competences of future economists. Economics students should know the rules of behaviour in a foreign language environment, value-based orientations of people from other cultures, the ways of analyzing mistakes and of finding ways out of a conflict situation. One of the options for enhancing students' learning activities in the course of ESP is the use of interactive methods and technologies as a way to mobilize their internal resources and to increase motivation. Teachers should not only teach a foreign language, but with the help of a foreign language should teach students to be guided in a

new socio-cultural context, in a modern information flow, be mobile and proactive in solving educational, professional and personal problems [1, p. 7].

The topicality of the interactive methods can be motivated by the development of international cooperation, by the latest changes in economic and social conditions of life, by the trend in the educational system to modernize the educational process and have competitive, professional and competent graduates on the Ukrainian labour market.

It is impossible to understate the importance of interactive learning which can be described as a pedagogical technique that engages students by having them actively participate with peers in lessons. Interactive techniques can be defined as such an organization of the educational process, which makes it impossible for student not to participate in the collective process of learning: each student has a specific task and the quality of performance of the group depends on his activity.

Far from being a method of teaching reserved for only elementary-level students, the notion of the interactive classroom has been realized even at the highest stages of education. The article analyses the application of interactive techniques in training future specialists in the field of Economics at ESP lessons. Interactive learning arms them with the ability to use their professional terms in communication with foreign partners, to hold negotiations, to sign contracts, to write emails and develop cooperation. The interactive techniques discussed in the article have been used with the students majoring in Economics in Izmail State University of Humanities.

One of the main purposes of interactive learning, like project-based learning, is to move textbook problems from the realm of the theoretical into the realm of the real. With project-based learning, students learn how to solve problems that they might encounter in real life. The advantages of interactive forms of learning are the development of cognitive abilities, the development of oral and written language in English, the development of communication and organizational skills, self-assessment of their activities, the ability to search and analyze information.

We usually study a lot of grammar and vocabulary materials separately from the context, which is not good for students because we cannot expect students to use their knowledge of linguistic rules or new words without being shown how to apply their knowledge into practice. We, teachers, are to find effective ways to make students realize their potential in a close to real life communication, which might be typical of their future professional activity.

R. Arends highlights the following interactive teaching techniques: presentations, direct instructions, concept teaching, cooperative learning, problem-based instruction and classroom discussion [3, p. 229]. Interactive activities like role playing, simulations, small-group discussions, etc. ensure the use of the “learning by doing” principle when students demonstrate willingness to overcome their barriers and use the language in a given situation. Teachers can also use electronic communication means like chat-rooms, podcasts, forums, social networking sites, etc.

We can single out “student-to-student” interaction, when a question is posed to a small group of students rather than to just one learner. In such a situation the answer is worked out and recalled more effectively. Dialogue and cooperation are key concepts at this stage of work. One more connection is with the “real world”. We can equip our students with the tools needed to live in the 21st century world by teaching students more universally-applicable critical and problem-solving skills.

One technique that you can use to encourage conversation is called “think-pair-share.” To use this method, ask your students a complex question (for example: *Would you prefer to work in a state company or a private firm? What are the advantages and disadvantages of working in a multinational company?*) and then give them time to turn to their partner and discuss possible answers. After each pair decides on what they want to say, you can either have students write down their answers or you can go around the room calling on groups until everyone has shared.

During business role-playing a real professional situation is simulated. This form of activity helps students demonstrate their linguistic knowledge, creative abilities and personal position. For example, one student in the pair is a representative of some company. The other student is a representative of a bank. They are talking about getting a bank loan for the company.

“Case-study” is a method which is used at the end of a thematic unit. The teacher sets a task in the form of a case so that students can analyze a particular professional situation and suggest the decision. Students discuss the issue in a team and decide on the best solution. Case-study method gives an opportunity to combine theory and practice, to teach students how to do team-work, to evaluate alternatives in problem solving and to show independence in making decisions. For example, the students are to imagine the situation when they are members of the interviewing team. They are to choose a candidate for the vacancy in their international company. They study the information and listen to the interview extracts of three candidates. Then they work in groups and discuss the strengths and weaknesses of each candidate. In the end they decide who to select for the vacant position and give reasons for their choice. At the end of the lesson they write an email from the interviewing team to the Regional Director of the company.

Another example is when the students imagine they are workers of a large advertising agency which has expanded rapidly in recent years and has a number of famous companies and its clients. Advertising staff are well paid but they work long hours. The staff feels highly stressed. The students are to discuss in groups how the high levels of stress could affect the performance of the agency. They listen to some people speaking about stress and read about some incidents involving stress. They work as members of the HR department and decide what actions the department should take in each case. They make suggestions for practical ways of reducing stress levels of staff in the agency. Then they write a report to the CEO of the company.

While working in groups students are free to change places, share their opinions aloud, and assist other students. They choose to support or oppose each other. The final stage is reaching a conclusion that satisfies the group.

Such methods of work teach students to be active, initiative, cooperative and make the process of learning more interesting and exciting. Interactive learning creates special conditions leading to the involvement of all students in the learning process, it teaches students to think critically and to solve difficult problems. Teaching English for specific purposes should be conducted organizing the process of interaction which provides a meaningful professionally oriented communication in class.

SOURCES AND LITERATURE

1. Гальскова Н.Д., Тарева Е.Г. Ценности современного мира глобализации и межкультурное образование как ценность / Н.Д. Гальскова, Е.Г. Тарева. Иностранные языки в школе. – 2012. – № 1. – С. 3-11.
2. Семенчук, Ю.А. Формирование межкультурной компетентности у студентов-экономистов в процессе преподавания деловой коммуникации / Ю. А. Семенчук // Verbum. – 2015. – № 6. – С. 260-270.
3. Arends R.I. Learning to Teach, 5th edition, Boston: McGraw-Hill. – 2000. – 506 p.
4. David Cotton, David Falvey, Simon Kent. New Market Leader Business English Course. Pre-intermediate. Pearson-Longman-FT. – 2012. – 3rd edition. 175 p.