

FEATURES OF TRAINING

BUSINESS ENGLISH BROADCASTING SPECIALISTS IN ECONOMICS

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The features of training business English broadcasting specialists in Economics are reviewed in the article, emphasis is placed on importance of specialists training, who could have an opportunity to take a part in the situations of business communications in English.

Key words: *business English, specialists in Economics, Listening, authentic texts.*

У статті розглянуто особливості навчання ділового англійського мовлення спеціалістів з економіки, які мали б змогу брати участь у ситуаціях ділового спілкування іноземною мовою.

Ключові слова: *ділова англійська мова, спеціалісти з економіки, аудіювання, автентичні тексти.*

As economic relations between Ukraine and foreign partners increase, the demand for highly qualified economic specialists is growing. One of the roles of higher education is to train specialists of economic specialties-engineers-economists, engineers-organizers of production, managers, marketers, financiers, accountants and auditors, etc. – who have the opportunity to participate in business in a foreign language. Such situations include various verbal contacts related to joint business activities between Ukrainian and foreign firms, participation in negotiations with representatives of foreign firms, trading on the stock exchange, discussion and conclusion of contracts, agreements. This means that in certain situations, specialists must listen and understand business speech. The role of listening to business speech, especially English, as the most common in the economic sphere, is constantly growing. Therefore, it is important to develop a methodology for teaching listening English broadcasting to students of economic specialties.

Focusing the attention of students to business terminology is the key to successful foreign language teaching for professionals. It is quite rightly believed that the training of professional vocabulary is an important factor in teaching

economics students English as a means of communication with foreign partners in professional activities. The speed and quality of processing scientific and economic literature, efficiency, and effectiveness of business communication will depend on the level of student's terminological competence as the basis of their professional competence. A method of mastering this skill is to consult the literature regarding foreign language teaching in higher education institutions. To this end, it is necessary to create a system of exercises for assimilating specialist terms while working with authentic professional texts. This system of exercises will provide a logical transition from a direct understanding of the content of the text to its problematic discussion and reflection of these problems on the personality of the student in the process of collective interaction.

In order to develop a method of teaching business communication skills it is advisable to start with the study of social and communicative characteristics of business speech. Communication in real life takes place in two ways: oral and written. Listening and speaking are two sides of speaking. Without listening, there can be no normative speaking. However, listening as a type of speech is relatively Autonomous (for example, listening to lectures, reports, radio broadcasts, etc.). Listening, that is, the ability to identify and understand oral statements in the socio-communicative aspect can be defined as the interaction of communicants in typical situations of certain areas of communication.

The teacher should have a clear idea of which areas of communication should include those who are studying, because it is in this area that the graduate will enter. The object of our attention is communication with economists in the professional and labor sphere. Within this sphere foreign and domestic methodologists define certain situations of business communication.

One of the main criteria for the selection of texts is their correlation with the English language program for economic specialties. In addition, the texts must meet such requirements as the relevance to scientific information in the profession, its professional and practical orientation, the availability of presentation and the presence of problems to discuss or solve. Authentic economic texts should reflect the specifics of the economy and business life of the English-speaking countries of the world, as well as help to familiarize students with the peculiarities of business communication in the field of professional activity, meet the cognitive and professional interests of students. Authentic texts in the specialty should be not only a source of information, but also the basis for interactive speech, material for modeling educational and speech situations typical for real professional activity of specialists. The content of the selected authentic material will determine how effectively the teacher will be able to organize educational activities in the classroom, to create a situation for the search and analysis of certain information, to control the content of students' statements and at the same time to develop their

analytical thinking, scientific intuition and critical approach to the information contained in the texts.

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