

ABSTRACTS

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FORMATION OF FOREIGN COMMUNICATIVE COMPETENCE OF FUTURE MANAGERS IN FOREIGN ECONOMIC ACTIVITY IN RESEARCH WORKS OF NATIONAL AND FOREIGN SCHOLARS

Foreign language competence has undoubtedly an assertive impact on the professional development of future specialists in management, provides high performance control of production processes, it has a positive impact on social stability. This is why the formation of foreign language competence of managers of foreign economic activity (FEA) is a fundamental purpose of higher education.

Significant fruitful experience in managers' training, formation of their foreign language competency has been gained by foreign higher educational establishments. The research of higher schools curricula in the UK, USA, and Germany gives the reason to recognize the formation of communicative skills as the one that meets the most important needs of nowadays, and the discipline «Foreign language» in the higher school of non-humanitarian specialization has long moved from the status of a subordinate subject to basic majors.

Nowadays the problem of preparedness of future specialists in economics and management to professional foreign language communication is the subject of research by both national and foreign teachers, linguists, psychologists, philologists, and others.

The last decades witnessed worldwide attention to the issue of communicative competence and its structural components. However, the issue of foreign language competence formation in non-linguistic higher education institutions still remains unsolved. It is clearly seen in the current controversy between the need for specialists who are able to operate professionally on international level, and the lack of holistic, systematic, informational and organizational support for professional training; versatility of training and requirement of integrated personal development of future professionals in management; need for intensive foreign language communication and limited methods of foreign language competence formation.

The analysis has shown insufficient representation of didactic material, and a promising area of research of foreign language professional competence may be the development of didactic model of its formation in the students of non-linguistic higher schools, including the possibility of using interactive technologies.

Key words: communication, language, foreign language communicative competence, professional education, language competence, linguistic, socio-cultural, sociolinguistic, discourse, pragmatic, components.