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FORMATION OF THE TEACHER'S PROFESSIONAL COMPETENCE

Key words: *competence, special competence, methodical competence, psychological and pedagogical competence, autopsychological competence, professional skill, professionalism*

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SPECIFICS OF LANGUAGE TRAINING FOR FUTURE ECONOMISTS

Key words: *language training, future economists, language proficiency, economic specialties, professional communication*

In today's increasingly interconnected and globalized world, effective communication skills are more important than ever for success in any profession, and economists are certainly no exception. The capacity to convey complex economic concepts, analyze data, and engage in meaningful discourse is an essential skill set for economists who seek to navigate the intricacies of the current economic landscape. As such, teaching foreign languages to future economists is of great importance in the constantly evolving field of economics education. The work shows the distinct challenges and prospects that emerge while equipping future economists to thrive in a world where language proficiency is a crucial factor for professional accomplishment.

Economic discourse includes a complex weave of written and spoken language. It is necessary to:

- maintain academic structure and formatting of titles.
- follow style guides, and provide consistent citation and formatting for footnotes.

- keep the language formal, avoiding colloquial words, contractions, informal expressions, and unnecessary jargon while being clear and balanced.

- use precise word choices and avoid grammatical errors, spelling mistakes, and punctuation errors.

Economists need to convey their ideas with precision and clarity when sharing research findings, participating in international collaborations, or engaging with policymakers and the public. Objective evaluations should be avoided unless marked. Concise and necessary information should be in simple sentences with a logical flow and explanatory use of technical term abbreviations. Economists should use clear, objective, and value-neutral language with a passive tone, avoiding first-person perspectives unless necessary. Moreover, in today's interconnected global economy, it is increasingly imperative for economists to overcome linguistic and cultural barriers. Thus, the work aims to investigate language training for economic education, analyzing teaching methods, technological advances, and industry requirements to prepare aspiring economists with the necessary language skills to succeed in a globalized society.

Researchers from Ukraine and other countries stress the significance of foreign language acquisition for students pursuing economic majors. The researchers examine the direction of specialized foreign language training, emphasizing the development of foreign language skills crucial for professional communication within economic contexts. They also explore the correlation between language activities and professional activities, while shedding light on teaching methodologies customized to economic students' requirements [1]. Furthermore, some experts emphasize English for Specific Purposes (ESP) instruction's significance for students specializing in economics. They explore the particular language proficiency requirements of economic students. Their research focuses on creating curricula that meet the linguistic demands of economic specialties and ensuring that language instruction is closely connected to the professional context [3].

In the dynamic landscape of economic education, the acquisition of language skills has evolved into a fundamental component for future economists in Ukraine. As the nation seeks to strengthen its economic ties with the global community, the proficiency to communicate complex economic concepts and engage in cross-cultural dialogues is no longer an option but a prerequisite for professional success. This pivotal role of

language training in shaping the capabilities of future Ukrainian economists is underscored by recent research.

Language training plays a critical role in equipping Ukrainian economists with the skills they need to excel in their careers. It transcends the boundaries of traditional linguistic education and integrates itself into the core of economics programs. The specific needs of students pursuing economic specialties within Ukraine necessitate curricula that are finely attuned to the professional context. Such curricula not only enhance language proficiency but also equip students with the ability to apply their linguistic skills effectively in real-world economic scenarios [2].

The broader implications of effective language training extend beyond individual career prospects. They have far-reaching consequences for Ukraine's economic growth and its ability to participate in the global economy. As the nation navigates a complex geopolitical landscape, the capacity to engage in meaningful economic discourse at the international level becomes a strategic advantage. By investing in innovative language training methods tailored to the needs of Ukrainian economists, educational institutions can empower their students to not only contribute effectively to the domestic economy but also represent Ukraine competently on the global stage.

In conclusion, the discourse surrounding the specifics of language training for future economists in Ukraine underscores the critical role that language proficiency plays in shaping competent professionals and advancing the nation's economic interests. As Ukraine seeks to strengthen its economic ties with the global community, the ability of its economists to communicate effectively in an international context becomes paramount.

Effective language training programs, designed with the unique needs of Ukrainian economists in mind, are instrumental in ensuring that the nation's economic professionals possess both a deep understanding of economic principles and the ability to convey their ideas on a global stage. By investing in these programs, educational institutions in Ukraine can contribute not only to the development of highly skilled economists but also to the country's economic growth and global competitiveness.

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ОРГАНІЗАЦІЯ САМОСТІЙНОЇ РОБОТИ СТУДЕНТІВ ПРИ ПІДГОТОВЦІ ДО ЗАНЯТЬ З ФАХОВИХ БІОЛОГІЧНИХ ДИСЦИПЛІН

Ключові слова: здобувачі вищої освіти, компетентності, самостійна робота

В останні десятиліття кількість інформації у світі постійно збільшується майже в геометричній прогресії. Охопити увесь масив інформації з певної біологічної дисципліни тільки за рахунок лекційної форми організації навчальних занять неможливо. З урахуванням компетентнісного підходу самостійна робота здобувачів вищої освіти є необхідним чинником формування фахових (спеціальних) компетентностей майбутніх фахівців.

Відповідно до статті 50 Закону України «Про вищу освіту» формами організації освітнього процесу є: навчальні заняття,