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USAGE OF INTERACTIVE AUTHOR'S TECHNOLOGY "DESTINATION" TO IMPROVE THE PROFESSIONAL COMPETENCE OF FUTURE ECONOMISTS

General presentation of the problem: the professional competence of future specialists must meet the requirements of the competitive environment, such as: professionals have to be educated and able to further learning, creative cooperation and teamwork, to have communicative skills, analytical thinking skills etc.

According to the National Doctrine of Education Development in Ukraine the precondition for establishing a developed civil society is the preparation of educated, moral, mobile, constructive and practical people, cooperative and intercultural, who are proud of their country and responsible for its fate and its socio-economic prosperity. One of the priority areas of education is the international cooperation and integration in the field of education, namely the output of education attained in Ukraine on the world market of educational services, enhancement of international cooperation, participation of educational institutions, scientists, teachers and students in projects of international organisations and communities [3]. So, mastering intercultural foreign language communication, which involves the developing of communicative competence, is one of the components of professional competence of professionals.

Analysis of recent research and publications. A lot of attention is given to the problem of developing of professional competence of economists. Therefore, V. V. Vasylevych considers the problem of formation a professional language competence as one of the constituents of the intercultural communication in the context of training the future professionals [1], the theoretical and methodological principles of professional competence are highlighted in work of M. V. Vachevskoho [2]. L. M. Dybkova stresses the importance of an individual approach in training the professional competence of economists [4], H. E. Cheporova examines the application of situational method in teaching for

professional competence of students-economists [6] and others. But the use of author's technology "destination" in teaching for professional foreign language competence to follow up in European communication and global labor market has not been the subject of separate research.

The purpose of this article is to examine the usage of interactive technology at English lessons on the feasibility of its use in teaching for professional language competence of students-economists as a way of foreign language communication and the acquisition of professional competence of future specialists.

To achieve the above mentioned objectives we have set the following **tasks**:

- To determine the nature and aims of the new author's technology "destination";
- To consider the structure of lessons using this technology;
- To highlight the advantages of this technology in learning a foreign language.

The main material. The dynamic rhythm of life, increasing mobility and speed in all its spheres dictate students-future professionals their demands: the same speed in mastering the knowledge, abilities and skills, the ability to further learning, rapid response to changes in the surrounding world and so on. Implementation of these tasks is impossible without the usage of individually oriented modern educational technologies.

Search of effective methods of teaching a foreign language, which will give an opportunity to get maximum results in the shortest time, dynamics and mobility in a learning process, reflect the individual characteristics of students, encourages creative teachers to work out new methods and technologies in teaching. In our opinion, the author's technology allows teachers and students take a creative approach to the learning process, increases their motivation and interest in the learning process, which can significantly improve the results of learning a foreign language. Thus, the "destination" technology made it possible for us to see that the teachers' interest in the creative teaching process and the same interest of students give positive results. The author's technology is a creative process that cannot be

limited by any frames or requests, and is oriented on the achievement of a special result. Thereby, we suppose that the usage of the author's interactive technologies meets the needs of modern educational process.

"Interactive ("inter" – mutual, "act" – to act) education is a special form of action; it is a dialogue education during which an interaction of a student and a teacher is taking place" [5, p.4]. An interactive educational technology is a form of a special organisation of an educational process when a student does not have an opportunity not to participate in the collective cooperation, in the educational process based on the interaction of all its members.

The appearance of the interactive technology "destination" was caused by the method "at stations". The development of this method was handled by many foreign scientists and today the issue of education "at stations" is considered in the works of K. E. Bezukladnikov, M. G. Zasedateleva, E. N. Nelzina. The main idea of this method is in the active, differentiated and unassisted education that allows to learn new facts and to revise the ones that had already been learnt. The main condition of the educational process organisation with this method is providing students with all the necessary materials and instructions. The main principles the education at this organizational form is based on are the principle of integration, the principle of action and independence of a student in the educational activity, and the principle of combining individual and team work.

The main idea of the "destination" technology is in the special way of educational process organization when students are divided into groups, each of the groups works at a "destination", supervised by the teacher and moves to another "destination" (another teacher) after the completion of a certain task. By "destinations" are meant several lecture rooms, depending on the number of groups of students.

One of the most important conditions during this type of educational process organization is the same period of time at each "destination". The topic of the lesson, information that will be learnt and the type of tasks are discussed by all the teachers, working at each of the destinations. This technology combines the work of

students and teachers. The principles of action, integration, cooperation, combination of individual and team work are the basic principles in this organizational form of education.

The structure of the lesson, using the technology "destination", depends on the several factors, such as:

- topic of the lesson;
- type of the lesson;
- level and group organisation;
- skills, that are going to be improved.

The topic of the lesson should be the same at all points, but there is another variant of the lesson when one of the items of some wide topic is examined at each destination, such as: aspects of Management, Personnel, Strategy, Finance in the context of the general topic Marketing or Economy of the UK, Economy of the USA, Economy of Ukraine in the context of the general topic Global Economy.

If this lesson is dedicated to new information study, students should move destinations in definite strict order depending on the stages of the lesson, namely:

- point A – students' knowledge activation;
- point B – new information study, new knowledge acquirement
- point C – an activation of abilities and skills that are developing.

If this lesson is dedicated to a knowledge summarizing, working in any sequence is possible, students can choose the next destination. The principle of students' independence is also taken into account in this form of organisation.

The lecturer can suggest different in complexity material for either one group or another depending on foreign language level that is the technology is taking into account individual students' peculiarities. Students in one group may have different level of foreign language, in this case the conditions of the educational process will approach the conditions of the real circumstances, and the students get additional motivation to improve their language level.

Destinations can be organized taking into account skills that are developing, in other words every tutor is working on development of a definite group of skills (reading, listening, writing, speaking skills).

Among technology privileges one should mention the following: dynamism of educational process, students' opportunity to listen not to one, but to several teachers at a time, to learn new information and to revise in different interesting ways during the lesson, to develop team working skills, to cooperate, to compete between groups, to react quickly in the language environment, possibility to use it both at foreign language lessons, and at individual lessons, to embrace a large size of information.

The conclusions from the following research and the perspectives of further researches. Interactive technology "destination" is a new experimental technology, which is used with the aim of communicative competence improvement as a component of specialists' professional competence. The possibility of use of different forms ways and methods of work, perception of several teachers' speech at a time, dynamism and quick adjustment to changes in language environment give an opportunity to talk about technology effectiveness, to achieve higher results in the educational process.

Summary. The authors of the following article study the essence of interactive author's technology "point of destination". The factors have been pointed out, which the whole structure of the lesson depends on. The conditions of educational process organization at the English lessons are described. The authors point out the privileges of technology usage while working with students - future economists at the English lessons. Among privileges the dynamism of educational process is highlighted, as well as possibility of different forms of work usage, development of team work skills.

Keywords: professional competence, communicative competence, interactive education, interactive technology, language environment.

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