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LANGUAGE FOR SPECIFIC PURPOSES IN THE DIGITAL ERA

Knowledge of the foreign language by specialists in economics serves not only as a means of intercultural and interpersonal communication but also as an instrument that promotes contacts with foreign colleagues, information sharing in the sphere of professional activity, increase of competitiveness in the global labor market, student mobility and integral component of specialists' professional training. The important trend in the system of higher education is the attitude to foreign language training as to an integral functional component that contributes to the formation of students' abilities to solve the professional tasks.

As reported by Maksymenko (2013), professionally oriented teaching of foreign languages is a direction of foreign language education focused on the formation of the complex of competences of an individual (foreign language communicative competence with an emphasis on professional competence) that combines professional and general foreign language knowledge and skills with the abilities of personal growth in intercultural interaction, public participation in future work and life in the conditions of multiculturalism [p. 5].

The Thematic Working Group "Languages for jobs" (2011) reports that effective methods of communication and cultural awareness are important elements of foreign language training since intercultural competence, the ability to work and adapt to multilingual and multicultural teams and high level of communicative competence

are highly demanded by the employers who adopt recruitment strategies for the specialists, paying attention to the fact that they work in multilingual society and compete in global labor market [p. 5, 13].

Fitzpatrick, Lund, Moro and Rüschoff indicate that language learning is an interactive, dynamic process, in which new knowledge is most fruitfully acquired when learners are placed in a situation where they can explore sources and resources rather than in the context of mere formal instruction. Such approach will lead not only to a better understanding of linguistic facts and more effective acquisition of language proficiency, it will also lead to more learning competence as well as language awareness [p. 16].

However, the professionally oriented teaching of foreign languages is treated as “vocationally oriented language learning” in the Council of Europe’s Modern Languages Project. It is often seen as a part of English for Specific Purposes or Language for Specific Purposes (Vogt & Kantelinen, 2013, p. 62-69). Bárcena, Read and Arús (2014) point out that the development of Language for Specific Purposes (LSP) originates in English for Specific Purposes (ESP) [p. 5].

In terms of the mentioned facts, LSP is considered as a multidisciplinary activity that involves collaboration, engagement with disciplinary knowledge, interaction in authentic situations with realistic materials (Bárcena, Read & Arús, 2014, p. 3).

The Thematic Working Group “Languages for jobs” (2011) defines the notion LSP as a teaching method designed to meet specific (mainly professional) needs of the learner. For that reason, it always integrates the language learning and subject learning approaches. Great emphasis is put on the practical outputs of language learning [p. 12].

ESP involves the formation of specific skills for particular purposes. Day and Krzanowski (2011) outline that letter “P” in ESP means “a professional purpose” – a set of skills that learners need in their work or professional careers [p. 5]

The following specific features of professionally oriented foreign language training of future specialists in economics have been distinguished in accordance with the specific principles of professional linguodidactics (Krupchenko & Kuznietsov, 2015, p. 47-220): internationalization, integration, interdisciplinarity, complex formation of foreign language professional competence, formation of orientation and motivation for future professional activity, foreign language professionalization, problem-based education, variation of educational content and technologies, modularity, continuity of foreign language training, multilevel training in terms of diversification of educational process, originality and authenticity of materials and activities, integrity of educational process, interaction, interconnected development of language skills.

The objective of our study makes us dwell on the principle of “foreign language professionalization” as the key principle of professionally oriented foreign language training of future specialists that promotes the development of professional qualities (professional competence) in the process of foreign language learning based on the following factors (Krupchenko & Kuznietsov, 2015, p. 104): cognitive and informational, linguistic, professional, psycholinguistic content and structural.

The diversity of approaches to the understanding of the notion of “foreign language training” in psychological and pedagogical literature and the analysis of its principles have demonstrated that these definitions can not be integrated in one concept that affords us ground to define the content of the notion of “foreign language training” on the basis of the purpose of our paper and consider it as professionally oriented foreign language training.

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