



МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
ОДЕСЬКА ДЕРЖАВНА АКАДЕМІЯ БУДІВНИЦТВА ТА АРХІТЕКТУРИ
ANHALT UNIVERSITY OF APPLIED SCIENCES (НІМЕЧЧИНА)
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БЛАГОДІЙНА ОРГАНІЗАЦІЯ
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ГРОМАДСЬКА ОРГАНІЗАЦІЯ
«ЦЕНТР РОЗВИТКУ ПІДПРИЄМНИЦТВА І МАЛОГО БІЗНЕСУ»

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INTEGRATION OF LANGUAGE TRAINING AND ECONOMIC DISCIPLINES THROUGH THE IMPLEMENTATION OF JOINT PROJECTS

In today's interconnected world, language skills have become indispensable for professionals in all fields, particularly economics. Consider the recent example of a multinational company that faced significant financial losses due to a miscommunication during a high-stakes negotiation. This incident underscores the critical role of effective communication in driving economic success. To equip students with the language skills necessary to thrive in the global marketplace, it is imperative to integrate language training with economic disciplines by implementing joint projects. This speech will explore the importance of language proficiency in the economic context, the limitations of traditional language instruction, the benefits of joint projects, successful case studies, and practical implementation strategies.

The integration of language training and economic disciplines through joint projects offers a highly effective approach to addressing the limitations of traditional language instruction. Traditional methods often isolate language learning from real-world applications, making it difficult for students to apply their linguistic knowledge professionally. By contrast, joint projects allow students to engage with economic

content and foreign language communication simultaneously, fostering subject-matter expertise and practical language skills. According to Almulla (2020), project-based learning (PBL) actively engages students in learning, making them more invested in their economic studies and language acquisition. When students work on projects that require using a foreign language to analyse economic data, draft reports, or present solutions to complex business problems, they are more likely to develop language proficiency in context. Furthermore, Syzenko and Diachkova (2020) highlight that technology-enhanced PBL can improve cross-cultural competence, which is crucial for future economists operating in a globalised marketplace. As a result, joint projects enhance language skills and help students develop critical soft skills, such as cross-cultural communication, that are vital in today's interconnected economy.

Kugai and Vyshnevskva (2023) comprehensively analyse the challenges non-philological students face in acquiring foreign language competence, particularly those studying economics. The authors highlight that students in economic disciplines often view language learning as secondary to their core studies, which leads to limited engagement and slower progress. The paper identifies key barriers, including a lack of motivation, insufficient time for language learning, and outdated teaching methods. Kugai and Vyshnevskva propose several solutions, emphasising the need to integrate language learning into subject-specific contexts, such as economics, to make it more relevant and engaging for students. Their findings underscore the importance of practical application, suggesting that students are more likely to develop foreign language proficiency when it is tied to their field of study.

In a complementary study, Vyshnevskva (2023) outlines the development of a foreign language training system specifically tailored to students of economic specialities. This work builds on the issues highlighted by Kugai and Vyshnevskva, proposing a structured system that integrates language instruction with economic content through interactive and project-based learning methods. Vyshnevskva emphasises that integrating professional knowledge with language skills improves

students' language proficiency and prepares them for global economic communication. The study further explores the role of technology-enhanced learning in facilitating this integration, arguing that digital tools can create immersive environments that mirror real-world economic situations, thus fostering both language and professional skills.

Building on the work of Kugai and Vyshnevskaya (2023), as well as Vyshnevskaya (2023), it becomes evident that foreign language training tailored to the needs of economic students is crucial for their future success in the global market. Both sources stress that traditional language instruction, often isolated from professional content, does not equip students with the necessary competencies to navigate complex, cross-cultural economic environments. By integrating language learning into economics through project-based approaches and leveraging technology, students can improve their language skills and gain a deeper understanding of how communication plays a vital role in economic decision-making. These studies collectively suggest that a shift towards context-based, interdisciplinary language instruction is essential for developing well-rounded, globally competent economists.

Several joint projects can be organised to integrate language learning with economics, allowing students to apply their language skills in real-world professional contexts. For example, students can work on International Market Analysis Reports, where they analyse foreign markets, assess economic data, and create reports in the target language, enhancing their economic understanding and business communication skills. Another option is Multilingual Negotiation Simulations, where students role-play international business negotiations in a foreign language, developing negotiation tactics and cross-cultural communication skills. Additionally, students can create Cross-Cultural Marketing Campaigns that require research into consumer behaviour and economic conditions in a foreign market, allowing them to apply the target language in advertising and strategy development. In Economic Policy Debates, students can discuss complex economic issues, such as trade tariffs or fiscal policies, in a foreign language, encouraging them to use specialised

vocabulary while understanding policy implications. Economic Data Visualization and Presentation projects also provide a practical learning experience as students collect and interpret economic data from foreign countries, presenting their findings through infographics and reports in the target language. These cross-disciplinary projects deepen students' understanding of economics and make language learning more relevant by aligning it with their future professional needs.

In conclusion, integrating language training with economic disciplines through joint projects is a highly effective strategy for preparing students to succeed in the global marketplace. Traditional language instruction often fails to equip students with the necessary skills to navigate complex, cross-cultural economic environments. By implementing project-based learning approaches, students can simultaneously develop their language proficiency and economic expertise, making their education more practical and relevant to their future careers. Projects like market analysis reports, multilingual negotiations, and cross-cultural marketing campaigns help students apply their linguistic knowledge in real-world contexts, enhancing their ability to communicate and collaborate effectively in international business settings. This interdisciplinary approach fosters language skills and equips students with the critical soft skills and cultural competence required to thrive in today's interconnected economy.

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