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**ESP AS A KEY TO PROFESSIONAL MOBILITY FORMATION WITH THE STUDENTS OF ECONOMIC SPECIALTY**

Modern employers both in Ukraine and abroad make an extensive range of requirements for professional training of a skillful and effective specialist in the economic field. Competitiveness, ambition for self-development, leadership skills, stress management, dedication and adaptability to extraordinary situations, interpersonal skills and ability to take responsibility for important decisions are the main qualities required in job market [1]. Apparently that it is important for the prospective economist to have the capability to arrange in a rational manner the activity to accomplish the mandated task. The mentioned qualities ensure high mobility of employees, characterized by efficiency in mastering innovations, adaptation to ever-changing conditions in the economy, free choice of activity and making decisions. Correspondingly, an essential prerequisite for establishing a competitive economist is the formation of professional mobility of a student while getting a degree at university.

One of the major academic subjects during the process of training students is English for Specific Purposes (ESP). Significance of English is indisputable fact; nevertheless, the level of its proficiency among bachelors of economics often does not correspond to the social demands of employers [3]. The term time figured on the classroom and independent activities of students is often not used effectively due to the lack of formed skills of self-management. This leads to the necessity of developing a strategy for ensuring knowledge about a problem matures, conscious and automated skills.

It is known that strategies for teaching a foreign language vary depending on the goals of its teaching. In the process of teaching General English (GE), all attention is focused on the needs of casual communication, common vocabulary and lexical structures, basic grammar etc. It does not deal with specific and professional purposes.

Business and professional language or ESP has a number of significant differences. This process is organized through the use of strategies aimed at disclosure and improving professional knowledge of a student. One of the important features of teaching ESP is the presence of motivational component which means to develop student’s desire to master language as a means of formation professional skills, gaining experience in further professional activity [2]. Thus, the goals of teaching a foreign language should correlate with the goals of training specialists on the basis of requirements for their professional activities. Consequently, it is extremely important to determine and implement into the process of teaching such conditions that would be effective for achieving the objectives.

One of the main preconditions to achieve the mentioned objectives is the formation professional mobility of the future economist, one of which is the enrichment of the lexical minimum with additional professionally significant lexical units, terms and concepts accepted in modern business and professional communication. The introduction of vocational knowledge into the content of teaching is also aimed at formation the professional mobility of the future economist. In this case, vocational knowledge is considered as the knowledge which is able to help students in the future to get the opportunity to apply them in practice, and will also contribute to their professional and personal development [1]. It is also essential to mention the necessity of creation special conversational situations, teaching the main rules and peculiarities of business language, customs and traditions of the potential business partner countries, immersion in a professional environment as close as possible to reality, form the necessary skills and abilities for professional communication [4].

The second aspect for the formation of professional mobility of a future economist is the actualization of professionally significant values of the student. Professional values and assumptions reflect the person’s attitude to the sphere of social reality and determine the motivation of its conduct [5]. As a result its main function is to regulate human behavior in his professional activity.

The next key tool in student’s mobility formation is the application of interactive multimedia technologies while teaching ESP as it is the integral part of ordinary professional activity [5]. Dynamism in modern society inevitably leads to the need for constant gaining of new knowledge, improvement of qualifications and satisfaction of educational needs. According to the researches, its main beneficial aspects are the high acquisition quality of study material, developing effect of learning, time burdens, the intensity of energy resources of the trainees, financial costs of providing this technology. At the same time, learning of a foreign language is a long and laborious process; therefore, at present the development of new tools, concepts, methods and technologies that would allow to process high flow of information are of the great importance. One of the solutions to this problem is the introduction of Internet technologies into the training process and their use as a means of teaching a foreign language. The use of information resources of Internet makes it possible to effectively formation of reading skills using popular such technics as Skimming and Scanning; improving of listening skills; creating presentations based on problem statements; writing skills; enlarging vocabulary of modern terms etc. The value of information on the Internet is the ability to follow the latest trends and asses to up-to-date information [3].

The next trend of professional mobility formation is the development of Soft Skills. First of all it involves teaching business communication, team working, setting goals and solving problems, formation and developing specific acting skills. Aforementioned activities that refer to active methods which main purpose is the formation and development of specific skills to act. The advantages of this method are obvious: the high level achievement of student’s mental development, cognitive independence, development of motivation, professional abilities and skills [5].

In conclusion it should be emphasized that the mentioned key aspects for the formation of academic and professional mobility are the most effective ones. Provided that a prospected economist is influenced by proper educational conditions of training, will be able to develop their academic and professional skills efficiently so that getting the opportunity to form their quality characteristics of a professional-mobile personality.

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