

English for Specific Purposes as a Means of Metacompetencies Formation in the Context of Modern Economic Relations

T V Anpilohova^{1,2}, H V Sorokun¹ and O L Zheronkina¹

¹ Professional Foreign Languages Department, National Aviation University,
1, Liubomyra Huzara Avenue, Kyiv 03058, Ukraine

²E-mail: tanpilog@yahoo.com

Abstract. The article gives a review of developing foreign language professional competencies of students obtaining degree at Ukrainian higher education establishments majoring in economics. The term "international relations" is analyzed. The review of 10 key competencies is provided. The problem of developing key competencies in modern high education including mastering metasubject competencies at foreign language lessons is described. The main requirements to be developed in the content of language training for students of economic specialties and approaches for implementation of government standards in terms of professional foreign language teaching are examined.

1. Introduction

Young people obtaining education at Ukrainian higher education establishments according to educational and professional programs on "Economics", "International Economics", "Marketing", "Management", "International Economic Relations", "International Law", "Entrepreneurship, Trade and Exchange Activities", "Banking, Finance and Insurance", "Accounting and Taxation" and other economic specialties in their future professional activity face the problems of international relations, culture diversity and cross-cultural communication.

2. Concept of International Relations

The term "international relations" was introduced by English scientist Jeremiah Bentham (1748-1832) meaning them as relations between different countries. Further, this definition was used exclusively to define legal interactions between countries. A modern definition of international relations covers economic, socio-political, spiritual and cultural aspects. International relations are a set of various relations (political, economic, diplomatic, and ideological) between nation states or groups of nation states, as well as the world and regional organizations created by them, in the process of interaction a certain world or regional legal order is formed.

International relations are divided in accordance with the spheres of public life. There are such fields as:

- political;
- economic;
- scientific and technical;
- ideological;

- legal;
- cultural;
- military [1].

All these types of international relations are very closely related. Political and military relations undoubtedly play a major role, as they reflect a country's behavior in the international arena, guarantee its security and create conditions for developing of all other relations. The foreign policy of any country is usually aimed at protecting economic relations that affect the formation of the world market and international division of labor. The state of economic relations is largely determined by the level of countries' development of production and productive forces, different economic models, availability of natural resources and other sectors.

Nowadays the world economy is a global economic system based on the national and international division of labor, internationalization and integration of goods and services production and turnover operating on the principles of the market economy.

International economic relations include monetary, financial, trade, production, labor and other relations.

Legal relations allow participants to protect their interests, prevent conflicts, resolve disputes, and maintain peace and security for the benefit of all the peoples.

Cultural relations also play, without a doubt, a huge role due to the enrichment of cultures, education systems, and rapid development of the mass media. Developing, concluding and executing the provisions of agreements in culture are very important for Ukraine's image in the international arena. Such international agreements promote the developing and strengthening of friendly relations between countries, more intensive cooperation in culture and arts, provide cultural dialogue, create a basis for the exchange of experience in culture.

Levels of international relations are often determined by geopolitical characteristics: global (general planetary), regional (Asian, European, etc.), subregional (Middle Eastern, etc.).

According to the degree of tensions international relations can be in the state of stability and instability, trust and enmity, cooperation and conflict, peace and war.

International relations exist at different scale levels (vertically) and manifest themselves in different group levels (horizontally).

Vertically the following scale levels are distinguished:

- Global international relations are relations between systems of countries and reflect the world political process as a whole.
- Regional (subregional) relations are relations between countries of a particular political region in all spheres of society's activities, which have more specific expressions and are multilateral by their nature.

Horizontally the following group levels are determined:

- Group (coalition, inter-coalition) relations. They are realized through the relationships of groups of countries, international organizations, etc.
- Bilateral relations, which are a common form of international relations between countries and international organizations.

The system of international relations is constantly developing and improving; new types, levels of relations appear and their forms are filled with a new significance.

The objects of international economic relations are:

- products in a material form (raw materials and food products, finished products, manufacturing products, technical products);
- services (international engineering, consulting, auditing, leasing, tourism, transportation, settlements, etc.); technologies (patent and non-patent licenses, trademarks); capital (direct and portfolio foreign investments, international credit); workforce.

The subjects of international economic relations at the micro level are: firms, international corporations, unions of entrepreneurs, government agencies and organizations engaged in foreign economic activities.

International economic relations include:

- international trade in goods and services;
- international movement of factors of production (capital, labor, technology);
- international trade in financial instruments (currency, securities, loans);
- international settlements;
- international economic integration;
- international efforts in solving global problems [2].

Taking into account the abovementioned information graduates of economic specialties have very promising areas of employment in the field of international economic relations.

They can become experts in the fields of international and foreign trade, financial sector, insurance, real estate, economic research and development, analysts in commodity, financial and service markets (including IT business); managers in foreign economic activity and other types of economic activities, diplomatic representatives, experts in foreign policy and foreign economic issues, trade representatives, etc.

3. Review of Key Competences

Today modern life imposes strict requirements on a person. This is a high quality of education, sociability, dedication, creativity, leadership qualities, and the ability to navigate in a large flow of information. Knowledge and even skills (as separate elements) become obsolete rather quickly.

The study of key competences that employees will need in the next 10-20 years allows us – the teachers – to see the picture and provide high flexibility of educational process. The level of the competencies development will determine the competitiveness of a person in the labor market.

Competence 1. Systems thinking

It is necessary to move on to thinking that would cover the entire system, form these systems from individual elements and make it possible to see how specific changes affect the set of key processes.

From fragmented perception, we are moving to working with systems, building and maintaining coherence in work. Today we are already dealing with constant changes, so the ability to see the interconnections of different elements will lead to significant breakthroughs in work.

Competence 2. Cross-industry communication

More and more professions and projects arise at the intersection of several disciplines. To solve many problems, we need people who are versed in several areas of knowledge at the same time. They can create unexpected, unique, disruptive solutions. In the future, the need for interdisciplinary approaches and solutions will only grow.

Competence 3. Project and Process Management

Project management is becoming an increasingly common approach in business, so you will need to have competencies that allow you to be responsible not only for your work and the performance of certain tasks. A specialist of any level today may find himself in the role of a person who must be responsible for a project (and this project may not only be in the area of his professional specialization).

Competence 4. Working with IT systems

We must master the various IT systems that systematize our work and processes. Knowledge of IT systems will become a must as an MS Office skill today.

Competence 5. Customer focus

An increasing number of companies are developing their employees' ability to listen and hear each other. So, emotional intelligence is very relevant.

Competence 6. Working with people and teamwork

Processes are becoming so complex that without teamwork it will be impossible to complete most tasks. Some companies have already embarked on the development of empathy and teamwork skills (which may include both those who “want to hug” and much less like-minded comrades). This direction will remain in the “leaders” of corporate training.

Competence 7. Dealing with uncertainties

Ability to work in a situation of constant changes. Fortunately, generation Y has already developed this skill. Uncertainty is comfortable for them, and they easily deal with it. While generation X is learning to love uncertainty and its "black swans".

Competence 8. Multiculturalism and openness

Diversity is the main trend in the world of big international business. It turned out that if you look at the problem from different angles, then the probability of finding a non-trivial solution is several times higher. But this requires an open mind, the ability to listen and hear alternative ideas, to perceive them, to be flexible. Since the best ideas can come from different parts of the world, people from different countries and cultures should join the team. It will take the ability to find language with other people, accept them and use their capabilities to solve business problems.

Competence 9. Mindfulness

Mindfulness can be considered as the key competence of the XXI century. It allows us to develop the skill of reflection, make a conscious choice, understand the characteristics of ourselves and others. It helps to focus on the present and at the same time see the future. This competence, which makes us more efficient and, at the same time, happier, allows us to listen to ourselves and ensure balance and harmony in our own lives.

Competence 10. Communication

The Internet has broken boundaries and made the economy truly global. Therefore, we will communicate with more and more people from different parts of the world. New businesses will require new contacts to move forward through the exchange of ideas. At the same time, we must learn to convey our thoughts and achieve our goals at a distance, be able to value every contact and such an important "currency" of our time as attention. Every person in business needs this competence today, and it will be even more important in the near future [3].

Taking into account the abovementioned competencies we prove that a competency-based approach is the most promising nowadays.

In order to create a common European area of higher education within the framework of the Bologna Process, qualification requirements for graduates have been developed, which are expressed in terms of "competence" and "competency".

4. General and Special Competencies Description

Competence is the basis for the formation and development of competency. Competence is formed in a focused education process. The development of the components of a separate competence occurs gradually, through specially organized integral educational spaces. Competence is, first of all, the objective requirements for the professional and personal level of a person performing a certain type of activity, this is the subject's ability to perform actions and functions of a certain type of activity, based on the necessary knowledge, skills, personal qualities and value orientations. Competency is a category that characterizes the degree of mastery by a particular person of certain competencies [4].

As an example, we provide a list of graduate competencies for field code 05 Social and Behavioral studies, title of program subject area 051 Economics:

Integral competence

Ability to solve complex specialized tasks and problems in the areas of economic activity and international business in the learning process that involves application of theories and methods of organization and functioning business, and characterized by complexity and uncertainty of conditions.

General competencies

GC 1. Ability to exercise one's rights and responsibilities as a member society, aware of the values of civil (democratic) society and the need for its sustainable development, the rule of law, human rights and freedoms and citizen in Ukraine.

GC 2. Ability to preserve moral, cultural, scientific values and multiply society's achievements based on understanding the history and patterns of development subject area, its place in the general system of knowledge about nature and society and in the development of society, technology and technologies, use different types and forms of physical activities for recreation and healthy lifestyle.

- GC 3. Ability to abstract thinking, analysis and synthesis.
- GC 4. Ability to apply knowledge in practice.
- GC 5. The ability to communicate in the official language orally, and in writing.
- GC 6. Ability to communicate in a foreign language.
- GC 7. Information skills and communication technologies.
- GC 8. Ability to search, process and analyze information from various sources.
- GC 9. Ability to adapt and act in a new situation.
- GC 10. The ability to be critical and self-critical.
- GC 11. Ability to make informed decisions.
- GC 12. Interpersonal skills.
- GC 13. The ability to act in socially responsible and conscious way.

Special (professional, subject) competencies

- SC 1. Ability to show knowledge and understanding of subject area problems, the basics of modern economics functioning at the micro-, meso-, macro- and international levels.
- SC 2. Ability to carry out professional activities in compliance with applicable regulations and legal acts.
- SC 3. Understanding the features of leading scientific schools and areas of economics.
- SC 4. Ability to explain economic and social processes and phenomena based on theoretical models, analyze and meaningfully interpret the results.
- SC 5. Understanding the features of the modern world and national economy, their institutional structure, substantiation of social, economic and foreign economic policy of the government.
- SC 6. Ability to apply economic and mathematical methods and models for solving economic problems.
- SC 7. Ability to apply computer technology and data processing software to solve economic tasks, information analysis and preparing analytical reports.
- SC 8. Ability to analyze and solve problems in sphere of economic and social-labor relations.
- SC 9. Ability to make predictions based on standard theoretical and econometric models of socio-economic processes.
- SC 10. Ability to use modern sources of economic, social, managerial, accounting information for drafting official documents and analytical reports.
- SC 11. Ability to make economic decisions based on understanding the patterns of economic systems and processes and using modern methodological tools.
- SC 12. The ability to identify economic problems by analyzing specific situations, suggest ways to solve them.
- SC 13. Ability to conduct economic analysis of functioning and development of business entities and their competitiveness assessment.
- SC 14. Ability to analyze problems and phenomena in depth in one or more professional fields taking into account economic risks and possible socio-economic consequences [5].

5. Metasubject Approach in Educational Practice

These competencies based on government regulations require the implementation of a metasubject approach in educational practice. It is facilitated by certain factors. First, there is a rapid development of scientific knowledge. Education in the past was focused on training specialists in specific areas of knowledge. This led to the loss of a certain universality, a holistic perception of the world. The technologization of society has provided an opportunity for openness and informatization, instant mastery of knowledge. Second, the metasubject approach ensures, in addition to the integrity of the development of a student, also the continuity of all stages of the educational process. Third, the metasubject approach requires a change in the subject content of education, in which the acquired knowledge is for meaningful use in one's practical activity, and not just information for memorization. Fourth, metasubjectness allows the teacher to work creatively for the future. The teacher's role is also changing. It is transformed into the role of a partner, a tutor. All these requirements are reflected in the

educational standards. The standard directs teachers to the formation of key students' competencies, which will provide them with flexibility and adaptability in relation to a rapidly changing world. This is determined as the correspondence and interconnection of the education content and methods of work, as well as in the integration of different types of education that provide the necessary level and breadth of educational training at a certain stage of development. The concept of metasubjectness has no single interpretation; various scientific schools interpret it in different ways.

The term "metasubject" has deep historical roots. For the first time this concept was discussed by Aristotle. In national pedagogy, the metasubject approach was declared as one of the benchmarks of the new educational standards in 2008 [6].

Metasubject competence is defined as the basis of universal educational activities: regulatory, communicative and cognitive ones.

The most important task of educational standard is the formation of universal (metasubject) educational activities that provide students with the ability to learn, the ability to work independently, and therefore, the ability to self-development and self-improvement. Nowadays, it is not the knowledge itself that becomes necessary, but the knowledge of where and how to apply it. But even more important is the knowledge of how to extract, integrate or create this information. Any knowledge consists partly of "information" ("pure knowledge") and partly of "skill". Skill is the ability to use the information available to achieve your goals. Metasubject results are explained as the interdisciplinary, oversubject skills and universal activities (general educational skills) mastered by students, the ability to build an individual educational paradigm. The term "meta- subject result" can mean a result that:

- participates in the development of academic subjects;
- connects educational subjects into a certain community;
- means the cumulative effect of academic subjects;
- occurs between objects;
- arises after the development of academic subjects;
- arises in order to master educational subjects, in other words, serves educational subjects;
- changes (deepens, expands) the understanding of academic subjects.

In the new standards, meta-subject results are given special attention, since they provide better students' preparation to solve the problems independently that each person encounters at different periods of life.

Foreign language lessons provide students with a unique opportunity to master many metasubject competencies. The implementation of the principle of metasubjectness is expressed in the formation of metaskills:

1. Communicative (development of the ability to conduct a discussion, communicate, collaborate effectively on the bases of four types of speech activities in the field of international, political, economic and cultural relations).

2. Cognitive (the ability to carry out intercultural communication in speaking, reading, writing, perception and understanding of speech, awareness of the language structure being studied, the ability to imitate, identify linguistic patterns, identify the main idea and logically present the information).

3. Regulatory (self-learning ability, independent work on language patterns, development of language and speech abilities, adequate perception and the use of grammatical phenomena in speech, the development of functions related to speech activity: thinking, memory, perception, imagination) [7].

It is important to understand how students will be able to adapt the structure and meaning of the knowledge gained during the lesson and whether they will be prepared to self-education and adaptation in non-standard situations.

The formation of metasubject competencies in the course of learning "English for Specific Purposes" by students of field code 05 "Social and Behavioral Sciences", title of program subject area 051 "Economics", educational and professional program "International Economics" at the National Aviation University includes the following abilities:

- understanding and using basic terminology of international business and socio-political terminology;
- using basic grammatical and lexical rules for translation of technical literature and understanding the grammatical phenomena and relate their form and meaning during the reading and revision of the text;
- using basic rules of working with scientific and technical literature;
- distinguishing word-formative morphemes and models, especially in the field of the term formation;
- use the main grammatical phenomena, correspondence of their form and meaning;
- understanding monologue and dialogue speech;
- presenting reports on their specialty and sociopolitical topics, taking part in the discussion;
- transferring information in verbal or written form obtained while reading, both in native and foreign languages [8].

It is very important to consider an interdisciplinary connection, that's why the program for the discipline "English for Specific Purposes", educational and professional program "International Economics", is based on complex training of high-level specialists. The course is related to the other disciplines taught to the students: "Marketing", "International Marketing", "International Economics", "Finance", "Accounting", "Money and Credit", "Management".

Learning a foreign language within the framework of international communication and getting to know the specifics of international interaction is effectively achieved through the "English Speaking Club", examining the problems of international and intercultural communication in the era of globalization. During such classes, students analyze and investigate the problems concerning the further development of the global market, international interaction, the peculiarities of culture and business etiquette that have evolved in different countries over the centuries.

Conclusions

Thus, the meta-subject approach in education contributes to preservation and maintenance of a culture of thinking, and the formation students' scientific worldview. Metasubject competencies are key factors in modern education, they allow the student to adapt to a constantly changing world, to form the ability to solve non-standard life challenges and acquire knowledge useful for life. The discipline "English for Specific Purposes" is a favorable field for achieving a wide range of meta-subject educational outcomes.

References

- [1] Hetmanchuk M P, Hryshchuk V K and Turchyn Ya B 2010 Politolohiya: navch. posib. (Kyiv: Znannya) 415 p
- [2] Shevchenko L S, Hryshchenko O A, Kaminska T M et al. 2012 Mizhnarodna ekonomika: navch. posib. Ed S M Makukhy. (Kharkiv: Pravo) 192 p
- [3] Ananeva T 10 klyuchevykh kompetentsyy dvadtsat pervoho veka: chemu učit i chemu uchitsya? <http://tananyeva.com/10-klyuchevykh-kompetentsij-dvadtsat-pervogo-veka-chemu-uchit-i-chemu-uchitsya/>
- [4] Standarty i rekomendatsiyi shchodo zabezpechennya yakosti v Yevropeyskomu prostori vyshchoyi osvity (ESG) http://ihed.org.ua/images/doc/04_2016_ESG_2015.pdf
- [5] Standart vyshchoyi osvity Ukrainy: pershyi (bakalavrskyi) riven, haluz znan 05 «Sotsialni ta povedinkovi nauky», spetsialnist: 051 «Ekonomika». <https://mon.gov.ua/storage/app/media/vishcha-osvita/zatverdzeni%20standarty/12/21/051-ekonomika-bakalavr.pdf>
- [6] Nikolaeva A D and Markova O I 2015 Metapredmetnye kompetentsyy kak pedahohycheskaya katehoryya. Sovremennye problemy nauky y obrazovanyya. №4 <http://www.science-education.ru/ru/article/view?id=20437>

- [7] Shadurskyy V H et al. 2010 Mezhkulturnaya kommunykatsyya y professyonal'no oryentyrovannoe obuchenye ynostrannym yazykam: materyaly IV Mezhdunar. nauch. konf.: (Mynsk: yzd. tsentr BHU) 191 p
- [8] Navchalno-metodychnyy kompleks navchalnoyi dystsypliny "Inozemna mova (za profesiynym spryamuvannyam) <https://er.nau.edu.ua/handle/NAU/39352>