

Багато роботодавців віддають перевагу претендентам на роботу, які навчилися говорити кількома мовами, оскільки вони демонструють сильну трудову етику та готовність долати труднощі, що є однією з причин конкурентоспроможності двомовних професіоналів.

Ці аргументи легко пояснюють, чому багатомовні фахівці більш привабливі для роботодавців. Але не можна сказати, що іноземна мова потрібна абсолютно всім і завжди. Якщо ви працюєте у вузькій сфері та не маєте наміру виходити за рамки поточних завдань, то вам цілком можна обійтися без знання англійської. Однак більш престижні професії характеризуються більш високим рівнем знання іноземної мови та вищим рівнем заробітної плати.

Підводячи підсумок, можна сказати, що у зв'язку з сучасними інноваціями все більше уваги приділяється вивченню іноземних мов. Знання іноземних мов визначає рівень конкурентоспроможності фахівця, оскільки потреба у спілкуванні та співпраці між країнами та народами з різними мовами стрімко зростає.

Рівень знань визначає конкурентоспроможність експерта. Вищий рівень компетентності, що охоплює більше навичок і компетенцій, відповідає вищому рівню володіння іноземною мовою. Тому фахівці з вищою кваліфікацією, особливо з високим знанням іноземних мов, забезпечують більш високу конкурентоспроможність на ринку праці.

**Гербін Владислав Віталійович**  
**Державний біотехнологічний університет**  
**Наукові керівники – канд. техн. наук, доц. Колесник А.О., доц. Мануєнкова О.О.**

ENGLISH AS GLOBAL LANGUAGE  
(АНГЛІЙСЬКА ЯК ГЛОБАЛЬНА МОВА)

Braj Kachru divides the use of English into three concentric circles.

The *inner circle* is the traditional base of English and includes countries such as the United Kingdom and Ireland and the anglophone populations of the former British colonies of the United States, Australia, New Zealand, South Africa, Canada, and various islands of the Caribbean, Indian Ocean, and Pacific Ocean.

In the *outer circle* are those countries where English has official or historical importance ("special significance"). This includes most of the countries of the Commonwealth of Nations (the former British Empire), including populous countries such as India, Pakistan, and Nigeria; and others, such as the Philippines, under the sphere of influence of English-speaking countries. English in this circle is used for official purposes such as in business, news broadcasts, schools, and air traffic. Some countries in this circle have made English their national language. Here English may serve as a useful lingua franca between ethnic and language groups. Higher education, the legislature and judiciary, national commerce, and so on, may all be carried out predominantly in English.

The *expanding circle* refers to those countries where English has no official role, but is nonetheless important for certain functions, e.g., international business and tourism. By the twenty-first century, non-native English speakers have come to outnumber native speakers by a factor of three, according to the British Council. Darius Degher, a professor at Malmö University in Sweden, uses the term *decentered English* to describe this shift, along with attendant changes in what is considered important to English users and learners. The Scandinavian language area as well as the Netherlands have a near complete bilingualism between their native languages and English as a foreign second language. Elsewhere in Europe, although not universally, English knowledge is still rather common among non-native speakers. In many cases this leads to accents derived from the native languages altering pronunciations of the spoken English in these countries.

English as an additional language (EAL) is usually based on the standards of either American English or British English as well as incorporating foreign terms. English as an international

language (EIL) is EAL with emphasis on learning different major dialect forms; in particular, it aims to equip students with the linguistic tools to communicate internationally. Roger Nunn considers different types of competence in relation to the teaching of English as an International Language, arguing that linguistic competence has yet to be adequately addressed in recent considerations of EIL.

Basic Global English, or BGE, is a concept of global English initiated by German linguist Joachim Grzega. It evolved from the idea of creating a type of English that can be learned more easily than regular British or American English and that serves as a tool for successful global communication. BGE is guided by creating "empathy and tolerance" between speakers in a global context. This applies to the context of global communication, where different speakers with different mother tongues come together. BGE aims to develop this competence as quickly as possible.

English language teaching is almost always related to a corresponding culture, e. g., learners either deal with American English and therefore with American culture, or British English and therefore with British culture. Basic Global English seeks to solve this problem by creating one collective version of English. Additionally, its advocates promote it as a system suited for self-teaching as well as classroom teaching.

BGE is based on 20 elementary grammar rules that provide a certain degree of variation. For example, regular as well as irregular formed verbs are accepted. Pronunciation rules are not as strict as in British or American English, so there is a certain degree of variation for the learners. Exceptions that cannot be used are pronunciations that would be harmful to mutual understanding and therefore minimize the success of communication.

Basic Global English is based on a 750-word vocabulary. Additionally, every learner has to acquire the knowledge of 250 additional words. These words can be chosen freely, according to the specific needs and interests of the learner.

BGE provides not only basic language skills, but also so called "Basic Politeness Strategies". These include creating a positive atmosphere, accepting an offer with "Yes, please" or refusing with "No, thank you", and small talk topics to choose and to avoid.

Basic Global English has been tested in two elementary schools in Germany. For the practical test of BGE, 12 lessons covered half of a school year. After the BGE teaching, students could answer questions about themselves, their family, their hobbies etc. Additionally, they could form questions themselves about the same topics. Besides that, they also learned the numbers from 1 to 31 and vocabulary including things in their school bag and in their classroom. The students as well as the parents had a positive impression of the project.

*Грида Наталія Григоріївна  
Державний біотехнологічний університет  
Науковий керівний – старший викладач Подворна Л.А.*

#### THE MAIN FACTORS OF A FOREIGN LANGUAGE AS A COMPETITIVENESS TODAY

A study of foreign and national research shows that the concept of "competitiveness" of students currently being interpreted in a very broad sense. Moreover, it has become a permanent feature in the field of educational services and market relations. Student competitiveness encompasses issues between employers, job seekers, graduates, and higher education institutions in this field.

In the mid-1990s, large-scale research was conducted with the support of the European Social Fund, which supplemented not only the current technical requirements of the market, but also the needs of young people in professional attractiveness, developed organizational and didactic opportunities and conditions for qualification. It is also proposed to deepen foreign languages, legal and economic sciences. Knowledge of foreign languages is one of the opportunities to ensure the