

забезпечення державного управління економічними операціями для виявлення загальної картини сталого розвитку економіки, економіко-статистичного аналізу динаміки економічних показників, їх порівнянь в межах програм міжнародних зіставлень у системах макроекономічного обліку.

UDC 378.147:811.111

A. Borysova, PhD in Psychology (*KhSUFTT, Kharkiv*)

A. Kolesnyk, PhD in Technics (*KhSUFTT, Kharkiv*)

O. Manuyenkova (*KhSUFTT, Kharkiv*)

EXPERIENCE OF USING DISTANCE LEARNING SYSTEMS IN TEACHING «ENGLISH FOR PROFESSIONAL COMMUNICATION»

ДОСВІД ВИКОРИСТАННЯ СИСТЕМ ДИСТАНЦІЙНОГО НАВЧАННЯ ПІД ЧАС ВИКЛАДАННЯ «АНГЛІЙСЬКОЇ МОВИ ПРОФЕСІЙНОГО СПРЯМУВАННЯ»

Teaching foreign languages for professional purposes is ascertained as a top priority in updating higher education in Ukraine. The ability to communicate in other languages is becoming an integral part of professional competence of any specialist. With changing requirements to specialist training there is a need to reconsider the methods and approaches to teaching foreign languages to nonlinguistic students.

In the condition of limited class hours new methodological teaching approaches should be based on individualization and autonomy of students that will eventually promote lifelong learning. The teaching staff of the Foreign Languages Department of KSUFTT does much for intensification of the learning process and address resources that are able to accumulate much information, try to be flexible and mobile. In other words, they appeal to resources able to provide the ground for students' self-working.

The main advantage of distance learning systems in contrast to online providers that offer a single blog, wiki or open, public forums and chats, is that it combines all such communication tools in one space.

The practical advantage of using distance learning systems is that users (learners and teachers) only need one login and need to get used to only one user interface. The other advantage is protection of users and their

data. One can compare distance learning systems platforms to a school with many classrooms and many classes. One can access the distance learning systems platforms only by being registered and using one's account details. Others, i.e. outsiders, usually cannot access such a protected course. Being online, it has the advantage that it can be accessed by its users at any time and from anywhere in the world. Therefore, it is also particularly strong in supporting learner autonomy as well as collaboration between learners in different parts of the world.

Moreover, distance learning systems provides the following features that support: course editing and course administration the integration of authentic or didactically-enriched multimedia learning resources and a variety of communicative and collaborative learning activities (e.g. forums, chats, wikis) tutorial guidance through communicative contact (via e-mail, forum, and chat) as well as learning control (via feedback, evaluation, and tracking statistics).

It is important that instructors should first prepare the platform and its parts before starting the activities, caring that each language skill could be exploited, and then they could invite their students to join the integration course. As regards language learning, among the different features, the quiz-making function has been analyzed and used by many instructors and authors. There are a number of interactive learning activity modules which may be added to any course.

The forum module is an activity where students and teachers can exchange ideas by posting comments or discussing questions. Forum posts can be graded by the teacher or other students. A forum is basically a bulletin board, a means for asynchronous communication with a group of users. Existing posts can be reflected upon and reactions prepared before posting or replying.

In a forum, a user (a teacher or a student) can open a topic thread by asking a question, stating a problem, or specifying an assignment; the other users can react to the initial forum post and to any other post in the forum. Users can also add attachments (e.g. an image or document) to a post. The forum exchanges are archived and can be accessed at any time.

Some ideas for application of distance learning systems in foreign language for professional communication:

- ask questions and ask for help;
- discuss and exchange information and opinions on a particular topic, statement, text, movie, image, cartoon etc.;
- students write their own contribution / texts / statements Means for socializing and getting to know each other (e.g. in an international collaboration project or multilateral Comenius project);
- help and guidance: teachers can participate, guide, encourage, draw

the focus on particular aspects;

- teacher networking: teachers can exchange ideas and experiences in an «invisible» forum («hide» the forum by closing the «eye» icon next to the teachers forum).

A chat is used for live (synchronous) written exchanges. Although chatting means live communication, replying or reacting does not have to be immediate; this gives more time for thinking and replying than oral communication, but it is more spontaneous than forum exchanges. Many ideas for using chat are similar to those presented for forums, but with one big difference: immediate reaction and feedback is possible through all participants and the moderator can directly influence the course of the chat.

Some ideas for application may include the following:

- discuss and exchange «face to face» (in writing) information and opinions on a particular topic, statement, text, movie, image, cartoon etc.;
- means for socializing and getting to know each other;
- help and guidance: teachers can participate, guide, encourage, draw the focus on particular aspects during a chat session;
- help and guidance: teacher can interact live with individual students (e.g. prompting);
- the text version (session protocol) of a chat session can be used for focus, preparatory or follow up work in the classroom.

An assignment activity allows teachers to collect written or «digital» materials or files from their students. Instead of handing in their homework on paper, they can deliver it digitally. All the assignments handed in through platform can only be accessed by the teacher, not by the other students. There are different types of assignments in distance learning systems platforms. The assignment activity can be used to hand in and comment on any type of written document; but it can also be used to collect other types of materials from ones students, e.g. texts, essays, photos, collages, presentation slides, audio recordings of their own voices or of interviews and dialogues etc.

Evaluation may be done through different kinds of tests. At the end of each test a mark or score can be given to each student, and added to the general evaluation in the subject. An additional mark may be given to the frequency with which students attend the platform and the areas in which they can swap information.

Thus, implementing the interactive platform into the process of teaching foreign languages is a rather helpful tool for teachers while it is controlled by teachers, and makes teaching staff lives easier, having one central location accessible anywhere; with a massive array of tools for aiding the delivery, marking and providing feedback for all courses. Because of its ease of use, distance learning systems are excellent for distance learning, but

it is really designed to work best along with face to face classroom teaching. The more important reason why teachers like to use it is that it enables students to learn more independently – that is, have more control over their learning – and also more co-operatively – which means they can fulfill some of the tasks together. Distance learning systems have a large number of optional modules as well, which enables students to spend as much time as they need on lessons they find difficult.

УДК 339.9

В.О. Козуб, канд. екон. наук, доц. (ХНЕУ ім. С. Кузнеця, Харків)

І.М. Пліш (ХНЕУ ім. С. Кузнеця, Харків)

ФІНАНСУВАННЯ БАНКАМИ ЗОВНІШНЬОЕКОНОМІЧНОЇ ДІЯЛЬНОСТІ ПІДПРИЄМСТВ

В сучасних умовах банківською системою здійснюється кредитне та фінансове обслуговування суб'єктів господарювання. Банки відіграють значну роль в організації та проведенні розрахунків між підприємствами. Для забезпечення ефективної зовнішньоекономічної діяльності (ЗЕД) клієнтів банківські установи здійснюють фінансування їхньої зовнішньоторговельних операцій, що дозволяє оптимізувати фінансові потоки та мінімізувати фінансові та комерційні ризики. Отже, пропонуючи ряд послуг клієнтам-учасникам зовнішньоекономічної діяльності, самі банки стають важливою сполучною ланкою в міжнародній торгівлі.

Цілі банків у сфері зовнішньоекономічної діяльності наступні: надання якісних послуг клієнтам – експортерам/імпортерам; зниження ризиків міжнародних угод; забезпечення банку валютного доходу. Ці цілі реалізуються шляхом застосування різних методів та інструментів, що узгоджуються експортером й імпортером під час укладення контракту купівлі-продажу.

Цільовою групою для надання послуг з фінансування зовнішньоторговельних операцій є великі та середні підприємства, які займаються зовнішньоекономічною діяльністю. Схеми фінансування ЗЕД використовують в основному підприємства таких галузей, як машинобудування, металургія, сільське господарство та ін. Широко застосовується цей інструментарій також при імпорті в Україну обладнання, комплектуючих до автомобілів, продуктів нафтохімії, фармацевтичної продукції, тобто товарів зі швидким оборотом. Таке