

intercultural communication. Cross-cultural communication is understood as communication between representatives of different human cultures (personal contacts between people, less often - indirect forms of communication (such as writing) and mass communication). That is why, in the process of training professional personnel in the field of business management, it is necessary to pay great attention to familiarization with national traditions and peculiarities of everyday and professional etiquette, the mentality of other peoples. It is important to instill in future managers an understanding of intercultural differences as a positive phenomenon, the study of which they need to be successful in their work. In this regard, it would be very useful to include a course in international business etiquette and cross-cultural communication in the curriculum of students of economic specialties.

Humanitarian education of professional staff in the field of business management is impossible today without in-depth study of foreign languages where modern teaching methods and continuous improvement of educational programs have been used, and it also requires the formation of intercultural communication skills of future business managers for a successful cooperation with foreign partners.

REFERENCES

1. Golubeva T.I. Application of information technologies in teaching a foreign language / T.P. Golubev. - Orenburg, 2010. - P. 93-98
2. Efremenko, A.V. Application of information technologies / A.V. Efremenko // Foreign languages at school. - 2014. - No. 8. - P.18-21.
3. Matveeva, N.V. Application of computer technologies in teaching a foreign language / N.V. Matveeva // Informatics and education. - 2015. - No. 6. - P.35-38.
4. Nelunova E.D. Information and communication technologies in teaching a foreign language at school / E.D. Nelunova - Yakutsk, 2018. - 104 p.
5. Pregent, R. Charting Your Course: How to Prepare to Teach More Effectively. English education. Medison, WI: Magna, 1994.

УДК 372.881.111.1

PROJECT METHOD AS AN EFFECTIVE METHOD OF TEACHING ENGLISH TO STUDENTS OF ECONOMIC SPECIALTIES

канд. пед. наук, доцент Л.В. Соловьева, БНТУ, г. Минск

Резюме. *This article is about the importance and role of project method in teaching English to students of economic specialties. Special attention is devoted to the fact that it helps to develop skills of planning the routine, searching and analyzing data and presenting it in an interesting and creative way. The main objective of using this method is creating an English speaking competence.*

Ключевые слова: *project method, educational method, professional education, project-based learning.*

Введение. The modern tendency of globalization and internationalization of the international business challenge teachers of higher education institutions to train highly qualified specialists in economy industry. These specialists must obtain deep knowledge both in economy itself and in the field of business communication and negotiations during their foreign economic relations. Thus, university graduates have to master skills in business communication, which requires extensive knowledge of English. The task is to prepare the students to the requirements of the modern global world with its sensitivity to doing business in a politically correct way. To implement all the above mentioned it is necessary to use innovative educational methods [1].

Основная часть. One of the innovative educational methods we use at the faculty of marketing, management, entrepreneurship, BNTU, is a project method. Project method – is an educational system, which supposes that students gain knowledge in a process of planning and performance of the practical tasks –projects. Initially project method appeared in the second part of the 19th century in agricultural schools of the USA and then it was implemented in general schools. The basis of this method is founded on the pragmatic approach of pedagogics, which means ‘learning by doing’ (D.Dewey). This method was described in works of W.H. Kilpatrick, E. Collins (USA). In 1920s, project method began to be used in Soviet schools. Proponents of the method (V.N.Shulgin, M.V. Krupenin) claimed it to be the only tool of creating an educational school into a school of life. They believed that gaining knowledge will be the result of students’ hard work [2].

Project-based learning we consider as a flexible way to organize the educational process, which is aimed at creative realization of a student’s personality by developing his or her intellectual, deductive and creative skills. It’s possible to achieve in a process of creating in a process of creating a project according to the requirements of a teacher. Using this method while teaching English has several advantages:

1. Receiving a material product;
2. Students develop an ability to work in a team;
3. Students receive an opportunity to test their skills and competences in situations close to real working situations;
4. Future economists obtain an option to implement all stages of creating a project in conditions close to reality.

It goes without saying that project-based learning results in obtaining skills like creativity, critical thinking, ability to search and distribute data and analyze it.

The use of project method makes the process of teaching English to the students of economic specialties close to their real professional activity; it eliminates the lack of time problem; it provides an ability for mutual education among students and mastering the course of education in an individual tempo [3].

Nevertheless, this approach has several disadvantages. This method is productive for highly motivated students, it helps to enrich their experience and obtain professional competence. But less motivated students can face negative results due to lack of self-discipline and professional competence.

Such projects can be realized as a part of studying such topics as 'Money', 'Managing people', 'HR', 'Company structure' or 'Advertising'. Though every project is unique not only according to the topic, but also according to the abilities, skills and creativity of each student. Each project may differ in:

1. Terms of implementing the project;
2. Result;
3. Team of a project;
4. Resources;
5. Individual approach of managing project tools.

Let's have a look at the example of creating a project which is created in the context of a topic 'Advertising'. Students have to create an advertising campaign for a specific product (usually it is chosen from products or services of Belarusian companies). Therefore, the process of creating a project has several stages: creating a team, choosing a product or a service, gathering data, analyzing the market niche (examining competition, price policy and so on), determining the target audience and creating an advertising. A teacher must control all stages of a project. Thus to be able to mentor, guide and assist. Dividing a project into different stages helps to manage each stage. The role of a teacher is to monitor and provide the language means. The close control is necessary to avoid misunderstandings between students in a team and receive the planned feedback. The students gain their academic freedom to solve the task in 'working conditions'. The final stage of the project is an advertising campaign. The material result that can be analyzed and evaluated.

Заключение. According to all the above mentioned we consider the project method as an efficient method of teaching English to the students of economic specialties. Project –based learning can also prove students that to become a demanded and highly qualified specialist one should constantly study to keep up with the latest trends in the economic industry. It is clear that this method helps to form and effectively develop those skills and abilities that will make our students competitive in the labor market.

REFERENCES

1. Бояринова В.Г. Новые образовательные технологии в системе высшей школы / В.Г.Бояринова // Universum: психология и образование: электрон. научн. журн. 2020. № 9(75). URL: <https://7universum.com/ru/psy/archive/item/10656>. Дата обращения: 19.02.2023.
2. Мушкарева Н. Project-based learning. [Electronic resource] / Н.Мушкарева. – Mode of access: [Project-based learning \(skyteach.ru\)](https://skyteach.ru). Date of access: 19.02.2023.
3. Полонский В.М. Словарь по образованию и педагогике / В.М. Полонский // . - М., 2004. - С. 80.
4. Сорокина А.И. Цифровизация образования – современные вызовы и перспективы развития/ А.И. Сорокина //Образование, наука и производство в XXI веке: современные тенденции развития: материалы юбилейной Международной конф. / М-во образования Респ. Беларусь, М-во науки и высш. Образования Рос. Федерации, Белорус.-Рос. ун-т; редкол.: М. Е. Лустенков (гл. ред.) [и др.]. – Могилев: Белорус.-Рос. ун-т, 2021. - С.90-92
5. Project method in teaching English / European Journal of Research and Reflection in Educational Sciences [Электронный ресурс]. – 2019. – № 12. – Режим доступа: <https://www.idpublications.org/wp-content/uploads/2020/01/Full-Paper-PROJECT-METHOD-IN-TEACHING-ENGLISH.pdf>. – Дата доступа: 11.02.2023.

УДК 330.342

EDUCATION IN THE DIGITAL ECONOMY

Y. Tiantian, School of Business of BSU, Minsk

Abstract. *The explosion of COVID-19 has led to a growing demand for online educational resources to continue teaching and learning. With the benefits of cost savings and open licensing, Open Educational Resources (OER) have great potential to facilitate a rapid transition to digital education. The development of digital education has facilitated the transformation and enhancement of the corresponding platforms. This paper examines the development of digital education and its platforms in a pandemic environment, as well as the associated advantages and disadvantages.*

Key words: *Education, OER, digital economy, platform.*

Digital education is the use of digital resources already available to achieve a change in teaching methods and traditional teaching models. The core of digital education is the construction of digital teaching resources. Digital teaching resources are a close collection of the means and purposes of using all learning resources including multimedia with the continuous understanding of teaching process, the summary of traditional education experience and the rational use of information technology.

Digital teaching resources refer to the multimedia teaching materials that can be run under the multimedia computer