Використання системного підходу до організації навчального процесу та викладання фінансових дисциплін практичного спрямування буде сприяти розвитку творчих здібностей у студентів, підвищенню їх інтелектуального рівня, виявленню управлінських інтересів майбутніх фахівців фінансової сфери, підвищенню їх конкурентоспроможності, формуванню самостійності, ініціативності та творчого підходу при вирішенні пріоритетних і актуальних завдань практичної діяльності. Тренінги, в свою чергу, сприяють змістовному збагаченню навчальних фінансових дисциплін, розвитку наукової творчості, укріпленню взаємозв'язку науки і практики.

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TEACHING MATH IN ENGLISH: METHODS, PROBLEMS AND PERSPECTIVES

Today math is much more than just the traditional worksheet, pencil, and calculator approach to learning. There are many people that are dedicated to the successful understanding, teaching, and learning of mathematics in order for students to achieve maximum potential. Studies have shown that students do better in math when different teaching methods are applied to sharpen their future specialists' professional competences. No doubt math is a fundamental discipline. Teaching it in a foreign language requires certain qualification of the lecturer but also good level of language from the students. There are certain fears that teaching math in a foreign language leads to students' failure in this discipline – F or FX of the ECTS grading scale. By the variety of the existing methods and successful results of their implementations these myths will be dispelled in order for all students native or foreign language they are taught to have a positive and rewarding attitude towards math. As a math teacher for 9 years, I feel really bad for the students who failed math, but they are enrolled in the next level or semester of math for may be some reasons, hoping that the student would make it up in summer time, but this is totally giving up on the student. Honestly, we do realize that somebody who did not pass the first semester of let's say higher math can understand what this is about in the second semester, because math is really difficult and the lecturer is also struggling in this, too and it doesn't matter the language of teaching math was native or foreign if the concepts and the methods understood and applied correctly. The complex innovative system of controlling the processes of forming the student professional competences during teaching mathematical

disciplines is not developed yet. But there are attempts worthy of attention. For ten years in Poltava University of Consumer Cooperatives mathematical disciplines are successfully taught in English for the students of the specialty "International external affaires". They have a good level of English and have an opportunity to develop their communicative competences [1, p. 54-58].

The concept of the professional competences model of teaching math for economists is based on the deep integration with the disciplines of economics profile and is realized by implementation of modern information technologies in the studying process. The bilingual concept of teaching math is widely spread in the world. In the bases of the bilingual concept we put the program of mastering scientific English language by teaching the discipline "Mathematics for economists" for the students of "International Economics". The bilingual concept is mainly based on the communicative-activity approaches that synthesize all the possible methods of teaching in the higher institution. As a result all the skills that developed are interactively adopted that promotes a positive interference. The communicative-activity approach cumulates most of the existing teaching strategies for example the bilingual defined as teaching subjects using more than one language. All the teaching materials are bilingual and accessible on the developed web resource, which provides students with educational information within the whole period of studies.

But for the other specialties such as "Finance", "Banking", "Economic Cybernetics", "Accounting" and "Audit" since 2000 a student scientific circle "Mathematics for economists in English" has been working using multimedia equipment to investigate the application problems, to watch films such as "The joy of math" by Arthur Benjamin, to discuss the interesting moments that helps students to develop their communicative competences.

The Bologna process requires the modification of the educational process. Teaching math in English for the students of "International Economics", for the other specialties in the form of a student scientific circle leads towards enhancing the quality of higher education and research increasing our students' competitiveness on the flexible labour market.

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