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TEACHING FILLING UP PROFESSIONAL LOGISTIC
DOCUMENTATION IN ENGLISH

The update of learning needs and teaching programs applied in non-linguistic higher educational institutions, as well as the elaboration of corresponding teaching aids have been required nowadays. For this purpose, a new English teaching program aimed at the development of professional communication has been worked out in Ukraine. The integration of Ukraine into European community and global universe, the intensive expansion of international ties and the entry of national companies into the international market have called for training highly-qualified specialist having the skills and a good knowledge of professional foreign language communication. The recent trends of student training that correspond to the increasing demands for international mobility and closer cooperation in the spheres of logistic business, economics, science, education, commerce, designing and others have become generally recognized.

International companies and organizations use a variety of documents regulating the arrangement, execution and conduction of foreign trade operations. The ability to draw up a working document demonstrated by a student studying logistics has been of crucial importance in a foreign language writing environment as such documents are used for establishing business contacts and confirming oral agreements. The correct drafting and filling up different working papers are key factors for a successful international activity at all stages. This is the reason why future logistics experts being involved in the process of international English communication have to acquire the skills required for keeping documents needed for their professional activity. A long lasting professional adaptation experienced by future logistics specialists is caused by the lack of adequate attention paid to the issues of mastering foreign language writing skills.

In this research we have offered the following stages to be followed by students while filling up logistic documents: the first phase implies the acquaintance with the logistic blank content; at the second stage students have to fill some entries in a shipping logistics document; at the third stage students are supposed to fill in the whole logistic form; at the fourth stage different forms of control over the correct form filling are assumed: self-control, mutual control (taken by students) and control (taken by an instructor).