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AM I A PERFECT FIT: LABOR MARKET SUITABILITY AS SEEN BY FIBC SENIOR STUDENTS

Nowadays the perception of labor market suitability among students is significantly influenced by various factors. These factors include not only alignment with their interests, salary prospects, job security, and opportunities for career advancement, but also the possession of a blend of soft and hard skills. Within the realm of LinkedIn, discussions about job prospects often revolve around the demand for specific hard skills such as data analysis, programming, digital marketing, and project management. Moreover, there is growing emphasis on soft skills like communication, adaptability, leadership, and emotional intelligence, which are deemed essential for thriving in diverse professional settings. Combining these skills can enhance one's employability and career advancement opportunities.

The object of our research is hard and soft skills possessed by FIBC senior students, while the subject is the alignment of these skills with multinational job requirements on LinkedIn platform.

The overall aim of the study was to investigate FIBC students' perceptions of their preparedness and alignment with multinational job requirements on LinkedIn platform. The objectives were to collect data on contemporary labor market's requirements for candidates applying for a job in multinational companies in the field of interpretation and intercultural communications using job-hunting websites; to identify soft and hard skills commonly demanded by the employers for obtaining a job in this sphere; to evaluate the degree of alignment of FIBC senior students' skills and the skill demands of multinational job opportunities in the target specialization by conducting a survey. Questions for identifying the degree of suitability of FIBC students were compiled in the process of searching for suitable job positions in LinkedIn such as international and course coordinator, international translator, business partner representative, customer support training specialist.

The survey was conducted among 32 senior students of FIBC. The respondents answered a number of questions in terms of evaluating such soft skills as organization,

problem-solving, self-motivation, written and verbal communication, teamwork, creativity, cultural awareness, etc. Moreover, the students were provided with questions related to identifying such hard skills as level of foreign languages, visual presentations making, instructional knowledge, marketing, economics, expertise in modern software tools and online learning platforms, software development, client communication, copywriting, and psychology.

The questionnaire demonstrated that 28.1% of participants have B1 in one foreign language and B2 in one more foreign language. The largest part of respondents (46.9%) know one language that is not their native on the level of B2 and one or more language at less than B2 level. Each representative has at least A1 or higher in one foreign language, though the majority (96.9%) has at least B2. The questionnaire also collected statistics on practical / working experience in certain spheres connected with education, communication, and client relations. According to it, 46.9% of representatives have both theoretical and practical experience in instructing, performing such work as tutoring, academic teaching, kindergarten and school teaching. 43.8% of respondents have working experience in a job involving communication, the most common sphere being sales. The statistics demonstrated that the percentage of participants who have both theoretical knowledge and practical experience in client communication constitutes 40.6%. According to the questionnaire results, none of the respondents are unfamiliar with modern software tools such as Microsoft Office and Google Suite and 40.6% know their basics. The situation is similar with the knowledge of communication and psychology: all of the participants have the understanding of basic concepts and the majority of them (62.5%) have overall good understanding of communication and psychological processes and ideas.

The questionnaire showed that the majority of students have a strong skill in resolving problems during teamwork, and only 3.1 % usually hope the issue will resolve itself. Almost all the participants (87.6 %) make organization and consistency a priority. All in all, the students are open for feedback in pursuit of self-development, but still 15.6 % may struggle and 6.3% find it challenging. The students maintain motivation throughout (40.6 %) and need some occasional one (40.6 %), but still can stay on track. Most students do not have or rarely have troubles while communicating their thoughts both verbally and in writing. Almost all the respondents possess creative abilities and have a potential of developing them further. 59.4 % have good teamwork skills, nonetheless a considerable part (40.6 %) prefer to work independently and interfere when the situation forces. Additionally, the students' critical thinking and multitasking skills are improving. It is worth noting that 37.5% of senior students excel at adapting to unexpected changes while 53.1% of students can adapt with some difficulty but succeed with the support of their team, and the rest find it challenging to adapt to sudden changes in project requirements. In spite of feeling nervous while making a presentation (37.5 %), the majority present the material clearly and prepare it thoroughly. All in all, the respondents possess cultural awareness of different nations and tend to accept responsibility and delegate task efficiently while dealing with deadlines.

The results presented by the questionnaire's statistics demonstrate that FIBC students have a strong knowledge foundation for employment and future career growth. The combination of soft and hard skills acquired by undergraduates during the training

process is going to be a firm first step on alumni's job pursuit. By continuing to develop and refine their skills, these students can enhance their employability and excel in their future careers within the field of interpretation and intercultural communications.

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CHANGING THE ECONOMIC BEHAVIOR OF AN INDIVIDUAL IN TERMS OF DECLINING INCOME

The problem of people's economic behavior has long been an object of study in economic psychology. World science has accumulated considerable experience in this field of study. However, there is no generally accepted definition of this category in the scientific literature. In most cases, economic behavior describes how people compare upcoming costs and possible benefits, pursuing their own goals and interests, while trying to adapt to each other's behavior, observing norms and rules accepted in society.

The purpose of the research is to investigate the process of personality change along with a decrease in his income. Existing research recognizes the critical role played by economic behavior that is actually a system of social actions that, firstly, are associated with the use of economic values (resources) and, secondly, are focused on making a profit (reward) from their circulation. Thus, economic behavior is aimed at subjective optimization when comparing available resources with possible benefits from their use. At the same time, the benefits can be economic, i.e., tangible (money, goods) and non-economic (psychological, social) [1].

It is crucial to point out that scientists identify three very closely interrelated components for analysis of economic behavior: cognitive, mindset and motivational.

The cognitive component represents economic parameters, irrational and rational in economic thinking, and decision-making factors. Mindset factors include emotions, feelings, and experience, while economic motives being a special category. Motives related to the accumulation of wealth, competition, work, the pursuit of profits, risk-taking and transactions are economically orientated.

The study stresses the further exploration into how the economic behavior can change when facing the declining incomes. Being in a situation of limited resources, a person is forced to make economic decisions more often. Human beings do not respond to changes in economic life until the need for a new decision becomes too obvious. Accordingly, for some time the individual will not even make attempts to improve his financial situation. At the same time, a decrease in income has adverse impact on person's mood; gloomy emotions reduce both consumer activity and optimistic expectations. Accordingly, in a situation of declining incomes, the desire to save money and reduce unplanned expenses increases. The limited ability to lead a habitual lifestyle, which is caused by a decrease in income, is likely to lead to an increased motive for saving. The