

Подкаст як медіаносій є важливим технічним засобом навчання іноземної мови, тому що дозволяє вирішувати комплексні завдання іншомовної освіти, сприяє розвитку всіх компонентів іншомовної комунікативної компетенції студентів.

Література:

1. Грицик Н.В. Технологія подкастинг у викладанні іноземної мови (за професійним спрямуванням). *Вісник Чернігівського національного педагогічного університету. Серія : Педагогічні науки*. 2015. Вип. 124. С. 24-26.
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THE FIRST STEPS ON THE TRANSITION WAY TO A NEW EDUCATIONAL MODEL

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The modern policy in the field of higher education in Ukraine determines the strategic guidelines for vocational education aimed at the needs of society and future employers regarding the high quality of training of university graduates. Now the main goal is to substantiate the necessity

for the formation of teacher's soft skills as one of the conditions for ensuring the quality of professional training, which will make it possible to form the qualities, competencies, etc., which are in demand nowadays from the students, so from the future professionals.

Currently, there is an increasing demand for creative, non-standard thinking teachers who are ready to react flexibly to changing conditions and creatively solve professional pedagogical problems [1]. World experience shows the professional education orients towards the formation of «soft» and «hard» skills, as well as «digital» skills in their unity. Due to the fact that the formation of the first ones characterizes the current state of modern foreign education and focuses on the soft skills formation among the students.

The results of the significant researches, carried out in different countries of the world, noticed the necessity to take into account soft skill development in the process of studying. Thus, during the research, carried out by Harvard University in cooperation with the Carnegie Endowment and the Stanford Research Institute, it was found that the success in the professional field depends on the level of soft skills formation by 75–85% and only 15–25% on the professional subject competencies, or hard skills [1]. It is confirmed by the data obtained by L. G. Sisson [2]. In the report of the Organization for Economic Cooperation and Development on the results of the three-year study «Skills for Social Progress. The Power of Social and Emotional Skills» it also states the fundamental importance of the student's emotional and communicative qualities (not only academic success) for his/her further life and professional success. The research in the field of soft skills is keeping on nowadays [3].

The analysis of such experience and the results of teachers and students' questionnaire survey of Odesa State Academy of Civil Engineering and Architecture showed, on one hand, the demand for such skills, but unfortunately on the other hand, the insufficient readiness for a very significant part of teachers to form them during the educational process.

According to the estimates of these studies, insufficient attention to the development of soft skills at the Academy is:

- unexpressed interest to the problem of forming students' personal attitudes towards understanding the importance of soft skills developing [6];
- the complex nature of «areas of responsibility» for soft skills development, poorly developed vertical and horizontal links between individual components of the vocational training process (goals, content, technologies, means, forms);
- weak diversification of the disciplines, their excessive theorization, separation from the practice;

- limited opportunities for the practical demonstration of various soft skills due to insufficiently developed links between theoretical and practical pedagogical training;
- insufficient reliance on interdisciplinary connections, modern educational technologies and interactive forms of training and education [7];
- difficulty in diagnosing the development level of soft skills, as a result they are remained practically without assessment;
- lack of flexibility and mobility in organizing the soft skills development process, which makes it difficult to respond quickly to the requests from educational practice.

In connection with the obtained data, three areas were identified for «soft skills» formation: cognitive, activity and personal.

As the main vectors were taken such disciplines as a foreign language, the introduction to the specialty, the construction equipment, production operation of the construction equipment. We have proposed a soft skills map that includes three blocks:

1) development block of cognitive abilities: the ability to think panoramically and critically (the development of connections «teacher – student», etc.); the formation of project thinking (the ability to foresee, goal-setting); the development of decision-making skills in the situations of time lack (reaction speed, data processing speed); the development of skills to solve open problems creatively;

2) development block of activity abilities: the leadership qualities, the ability to manage oneself and the audience (organizational skills, facial expressions, pantomime, speech); the ability to create texts, the ability to visualize information; the ability to interact with other people;

3) development block of personal abilities: the ability to speak in public (the ability to express thoughts clearly, to captivate the audience with the prospect of an interesting and useful business, to present oneself); the ability to work in a team (including work in a project office, project group); the communication skills; the ability to motivate, captivate; the ability to «see» another person; mastering the time management skills (self-organization).

These are the first steps towards the transition to a new educational model of professional training, which still require analytical comprehension, but in our opinion, they are being created according to the modern trends of the educational development and state and public expectations [8].

As the practice analysis and our experience show, the higher educational establishments are really making a transition from a translational (lecture – seminar) model to an integrated one, including design, solving cases and internships, involving the use of simulators (layouts, models, etc.). As an

important result, along with the professional competencies, the development of students' abilities for communication, leadership, cooperation, diplomacy, building relationships is considered; the formation of team, public, «thinking» skills; the skills to present their ideas, to make a decision, creatively solve open problems, including social ones, etc. These competencies are referred to as so-called soft skills, the possession of which largely determines the success of students' future professional activities, helps to realize successfully in a very rapidly changing world.

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