

вчительських кадрів, неможливість охоплення елементарним навчанням усіх дітей шкільного віку та інші.

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PEDAGOGICAL SUPPORT OF THE FUTURE ENGINEER'S PROFESSIONAL BECOMING IN THE PROCESS OF A FOREIGN LANGUAGE LEARNING

ПЕДАГОГІЧНА ПІДТРИМКА ПРОФЕСІЙНОГО СТАНОВЛЕННЯ МАЙБУТНЬОГО ІНЖЕНЕРА У ПРОЦЕСІ ВИВЧЕННЯ ІНОЗЕМНОЇ МОВИ

Kartel T. M.

*Candidate of Pedagogical Science,
Associate Professor, Associate
Professor at the Department
of Foreign Languages
Odesa State Academy of Civil
Engineering and Architecture
Odesa, Ukraine*

Картель Т. М.

*кандидат педагогічних наук, доцент,
доцент кафедри іноземних мов
Одеська державна академія
будівництва та архітектури
м. Одеса, Україна*

Maryanko Ya. H.

*Candidate of Philological Science,
Associate Professor,
Head of the Department
of Foreign Languages
Odesa State Academy of Civil
Engineering and Architecture
Odesa, Ukraine*

Мар'янюк Я. Г.

*кандидат філологічних наук, доцент,
завідувач кафедри іноземних мов
Одеська державна академія
будівництва та архітектури
м. Одеса, Україна*

The reform of engineering education is being updated due to the integration of domestic universities into the European educational space.

The results of the analysis of the production activities of engineering students show that they have knowledge of modern engineering and advanced technology, scientific organization of work, economics and management, but they are not properly prepared for creative cooperation and compatible professional activities with foreign colleagues. Engineers – beginners do not possess a sufficiently creative approach to solving traditional professional tasks, do not have experience in establishment of business relations using the potential of a foreign language and therefore cannot ensure fruitful work and interaction between members of a multi-cultural workforce, in which foreigners predominate. These factors make difficult the process of their academic mobility and adaptation at work in foreign countries, increases the problems of career growth and successful professional becoming in the conditions of globalization and European integration.

The theoretical basis of the professional becoming of future engineers and the formation of their foreign language competence is a personal-activity approach. The basis of understanding the professional becoming of future engineers as subjects of foreign language communication is the idea of consistent professionalization of their higher mental functions, the development of which is considered as a process of improving their speech skills and educational and professional actions. It means the transformation of technical universities students into full-fledged subjects of future professional activity during the process of learning a foreign language due to enabling them to realize such functions of the subject of foreign language communication and professional communication as goal setting, planning, forecasting, organization of relations, reflection and others.

Engineering students from the first days of learning a foreign language at a higher technical school are included in teaching and educational situations that stimulate their initiatives and creative approach, contribute to maximum self-realization and self-development at four levels: as an individual, as an individuality, as a subject of educational and professional cognition, foreign language communication and activity, the personality of a professional engineer. To do this, the teacher engages students to work with the diagnostic questionnaire "Future engineer about himself and his profession" in order to reveal their readiness to accept a new social role – to be a student and to carry out the necessary cognitive activity and social responsibility to maintain this status. Based on the diagnostic data regarding the levels of acceptance of the social role of the engineering student, the foreign language teacher has the opportunity to more adequately plan his educational activities

regarding the selection and use of rational methods of subjective inclusion of the subjects in the process of professional becoming.

So in particular when teaching the English language course, the pedagogical guidance of the teacher acquires such a style that allows students to reveal personal functions aimed at finding a "personal" meaning in everything, independently building an ideal image of a subject of professional activity and a model of his life as an individuality, realizing critical assessment of facts with further analysis using a foreign language of professional direction. In the process of specially modeled educational and cognitive, academic and professional and teaching and educational situations, the teacher encourages students to display personal functions, namely: selectivity which is manifested in the student's ability to make an independent choice; reflexivity which involves the development of the student's ability to evaluate his actions adequately, everyday routine which guides the search for the content of professional and personal life; formation of the image of "I" as a future professional engineer; responsibility and autonomy which presupposes the position of the student as the author of his professional biography and destiny namely as a subject of his own professional self-development, organizer and controller of the chosen trajectory of professional becoming.

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