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ENGLISH LANGUAGE IN THE PROFESSIONAL DEVELOPMENT OF ENGINEERS AT THE FACULTY OF CONSTRUCTION AND DESIGN

The necessity of the professional communication using modern methods and approaches during the process of studying a foreign language at the faculty of construction and design is considered; the formation of the professional orientation of the future specialists on the basis of studying a foreign language by forming the foreign language professional competence is outlined; and the need of an individual approach to studying a foreign language for the formation of the engineers' professional orientation is specified in the article.

The following principles are defined: the training tasks' specification should be based on the students' knowledge, skills and abilities; the students' perception channels must be entirely involved in the process of learning the information, which has maximum reliance on their emotional state; role communication, game simulation, the use of methodological materials, the development of the modern methods of work on the processing of information, the production of special print products and the multimedia systems of education are the key ways to ensure the professional development in the learning a foreign language.

Key words: *foreign language, profession, professional development, modern technologies, educational establishment, engineer, person.*

Introduction. The modern Ukrainian teenager lives in the rapid and constant acceleration and renewal of life. Scientific and technological revolutions make foreign professional communication an extremely dynamic system, stimulating radical changes in social activities and forms of human communication. In today's culture, there are striking innovations that break and rebuild the cultural tradition, thereby complicating the processes of socialization and adaptation of a man to the ever-changing conditions and requirements of life.

Taking into account the rapid changing processes in the society, there is no doubt that the formation of comprehensive readiness in the process of studying a foreign language takes place in conditions that are as close as possible to professional ones. It should be noted that the situation, built on the basis of integration, in the professional environment contains significant stimulating advantages in the study of a professional foreign language. Its creation can take place in the process of studying professional material in a foreign language while performing educational tasks, and in this case, special importance is the teacher's readiness, the level of his interdisciplinary knowledge. Integrating the study of a foreign language in conjunction with professional activities contributes to improving the conditions for learning the language being studied, and, accordingly, promotes the comprehension of the professional material in a foreign language and the implementation of using the foreign language tasks, the mastering of which is aimed at the main cognitive interest of students [1, p. 6].

When selecting information and structuring a work program in a foreign language, the following factors need to be taken into account: the professional activity of a future specialist; the ability to learn a foreign language; the motivation for studying a foreign language; personality traits.

When developing the training course, you should consider all the factors that will contribute to the formation of the qualities necessary for the performance of professional activities. It is also necessary to set tasks for the development of foreign language knowledge, skills and abilities: phonetic, reading, oral speech, constructing a monologue utterance, and especially dialogical professional communication. The grammatical component of the class is also very important and is chosen by the teacher, taking into account the wishes of the students. During the classroom they understand all the grammatical situations in the text, and, according to the needs of the teacher, it is proposed to perform a series of exercises, both in the classroom and in the non-auditing time. The new vocabulary is introduced by the teacher through the use of technical tools and specially tested textbooks, in our case, technical. Exercises are constructed in such a way that their execution allows students to recall the new phrase and grammatical structure [2, p. 120].

The material of the integration course reflects the technical and professional orientation, taking into account the disciplines at the faculty of construction and design in the corresponding specialty. Each module includes a text with a set of exercises done for it. Students with different language training are offered tasks, taking into account their cognitive level. This approach contributes to the formation of positive motivation for the study of both foreign language and special disciplines. As you know, modern time is the time of high information technologies, a deep humanistic understanding of the human role.

When learning and using a variety of technologies, we must remember that today language plays a huge role in shaping the professional development of the individual.

In the scientific and methodical literature, the issue of pedagogical conditions for the qualitative development of a foreign language in higher educational institutions has been repeatedly raised. The theoretical approaches to the solution of this problem are already thoroughly represented by such scientists as O. Zubenko, L. Berezova, A. Naydonova, M. Petkov, S. Filippenko, L. Shchannikova and others. However, unanimity on this problem has not been elaborated yet. The ability of students of technical universities to penetrate into the content of foreign text was researched in the works of L. Berezova, E. Beider, P. Zinchenko, A. Smirnova and others. These studies have shown that the lack of contextual thinking in the perception of a foreign language is a consequence of such training, which eliminates the intelligent operations common to the representatives of the exact sciences; and with the appropriate setup to teach a certain group, they have good ability to perceive and assimilate linguistic units through a clearly structured context.

Purpose. The article aims to reveal the main aspects of the development of the professional communication with the implementation of modern educational technologies in the process of studying a foreign language at the faculty of construction and design at all the stages of the professional development of the individual. In our view, the professional guidance of future engineers in the process of learning a foreign language depends on the subject of learning that is connected with their activity or inactivity in the learning process.

Methods. Thus, the relevance of the study of this topic, its theoretical and practical significance, the lack of development of the problem of professional development in the process of learning a foreign language determined the choice of this topic. Its problem is formed as follows: the pedagogical conditions that ensure the professional guidance of future engineers in the process of learning a foreign language. The use of a foreign language in the content of a number of disciplines, in course projects and diploma projects allows you to master foreign-language professional terminology, aimed at the formation and improvement of motivational-value

orientations, cognitive processes and professionally important qualities necessary for future professional activities of engineers.

The model of the professional development of future engineers in the process of studying a foreign language contains requirements, which put forward to the personality of the future and represents a system of his personality and socio-psychological characteristics, which integrates the value attitude to the professional activities of the engineer, professional knowledge of the foreign language, theoretical and practical skills of intercultural communication and socially significant personal qualities. The pedagogical conditions for the professional development of future engineers-builders and designers in the process of learning a foreign language are: the inclusion of a foreign language in the content of disciplines of engineers; the organization of the educational process as a purposeful system of interaction between the teacher and the student, aimed at developing the skills of intercultural communication, development of the cognitive activity in the field of development of the foreign language professional vocabulary; the construction of the educational process in accordance with the educational needs of engineers and its orientation towards the development of specific abilities and typical forms of intellectual activity of students.

The conditions of modern life dictate undoubtedly the advance of the development of education in comparison with the pace of development and modernization of the society and the demand for a particular profession. In order to clearly imagine what personal qualities and professional-intellectual properties are necessary for the professional activity, the presence of which value orientations, as well as the acquisition of which knowledge, skills and abilities need, it is necessary to clearly identify the system model of the professional development of future engineers in the study of a foreign language. The model of professional development should include the structure of the requirements put forward to the future specialist and represent a scheme of the ideal image of a professional, the basis of which should be taught in the university.

It should include interconnected components: motivational-value; intellectual-cognitive and professional-important qualities of the future engineer.

Motivational-value component of the professional development of the future engineer in the process of studying a foreign language is based on universal values aimed at improving their personal qualities; professional values typical for representatives of engineering specialties and values of interpersonal communication, respect and understanding of the features of the foreign culture.

Results. The development of the creative potential, the capture of scientific discoveries, the accumulation of knowledge, and the formation of important personal qualities designed to solve professional formation in the process of obtaining higher professional education. The formation and development of such valuable qualities of human coexistence as tolerance, sympathy, mercy, justice, and altruism occur in the course of communication in the educational and extra-curricular time in the university. By studying subjects in a special professional cycle, students acquire the knowledge they need in their future professional activities, and the study of humanities forms the soul and consciousness, raises the value of human communication, awareness of the common goal in the studying and work.

Using modern teaching methods, the individual and group work of students, the increase of the volume of practical and creative work of the search and research character (the preparation of various reports, presentations, learned material, individual and group technical projects, etc.) the emphasis is on the independent work of students, which helps them to develop creative interest. The actions will be more effective if students are attracted to the science at school, because there the

pupils form the vision of compulsory school disciplines, and so, teachers are not inclined to engage students in creativity [3, p. 44].

For the teacher it is very important to catch a thin line between the capabilities and abilities of the student, not only to target him to perform the original task, the solution of which is not covered in the textbook, but also, due to the skillful statement, to stimulate interest in the problem that can be eliminated. Indeed, the simplification of the task does not override its solution in the prescribed form, since it is always possible to return to the adopted initial level. At the same time the possibility of his independent decision by the student is preserved. The analysis of the content of the discipline's curriculum has shown that it should be focused on the development of the professional and communicative culture, theoretical and practical skills of the intercultural communication, and on the formation of socially significant qualities of the students of engineering specialties. It is very important to develop the motivational-value and intellectual-cognitive components of the professional development, as well as the professional qualities of the engineers in the teaching process [5, p. 68].

During the selection of the content for the professional development of future engineers in the process of learning a foreign language, a teacher should stick to the following principles: the use of a foreign language in the mastering of general and special topics; and the focus on the development of intercultural communication skills; the development of the cognitive activity in the development of the vocabulary of a foreign language. The specificity of the technical terminology should comprise such components as acquaintance, comprehension, memorization, and the use of oral and written forms of a foreign language by the students in foreign language classes.

In technical texts students often face the specialty language phenomena, which complicate the process of mastering and understanding of the professional vocabulary, so linguists and educators suggest providing a general description of these processes. The difference between the various types of abbreviations is that the acronyms use parts of the words that are the part of the original terminology groups, and the abbreviations use only the first letters of the words that are the part of the terminology groups. At the initial stage of the development of the professional vocabulary instead of the terms the words of the colloquial language should be used.

Conclusion. The modern means of education provide students with the access to non-traditional sources of information, increase the efficiency of learning and independent work, and give them completely new opportunities for the development of the professional skills. Undoubtedly, the activation of the position of the individual in the study of a vocational-oriented foreign language provides a variety of activities for the development of professional qualities of the person. The improvement of curricula and methodological support includes the creation of the computer and audiovisual professional information systems; the development of common methods for processing information; the production of the specialty printing products; and the linking of all types of activities to ensure the professional formation of students in the process of learning a foreign language [6, p. 87].

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Пономаренко О. Англійська мова у професійному становленні спеціалістів-інженерів на факультеті конструювання та дизайну.

Розглянуто питання потреби професійної комунікації з використанням сучасних методів, засобів та підходів у процесі вивчення іноземної мови на факультеті конструювання та дизайну. Визначено, що для професійного становлення особистості важливим постає формування іншомовної компетенції засобами англійської мови; потреба індивідуального підходу до її вивчення з урахуванням сучасних технологій навчання. Закцентовано на потребі організації ролевого спілкування й застосування ігрового моделювання, що відтворюють ситуації й умови професійної іншомовної діяльності.

Ключові слова: іноземна мова, професія, професійне становлення, сучасні технології, заклад освіти, інженер, особистість.

Пономаренко О. Английский язык в профессиональном становлении специалистов-инженеров на факультете конструирования и дизайна.

Рассмотрены вопросы необходимости профессиональной коммуникации с использованием современных методов, средств и подходов в процессе изучения иностранного языка на факультете конструирования и дизайна. Определено, что для профессионального становления личности важным есть формирование иноязычной компетенции средствами английского языка; потребность индивидуального подхода к его изучению с учетом современных технологий обучения. Акцентировано на необходимости организации ролевого общения и применения игрового моделирования, которые воспроизводят ситуации и условия профессиональной иноязычной деятельности.

Ключевые слова: иностранный язык, профессия, профессиональное становление, современные технологии, образовательное учреждение, инженер, личность.

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**ОСОБЛИВОСТІ АСОЦІАТИВНОГО ПОЛЯ КОНЦЕПТУ GEFÄNGNIS:
ГЕНДЕРНА ХАРАКТЕРИСТИКА ТА СТЕРЕОТИПІЗАЦІЯ
ОБРАЗУ В'ЯЗНИЦІ В НІМЕЦЬКІЙ КАРТИНІ СВІТУ**

Стаття присвячена дослідженню асоціативного поля концепту GEFÄNGNIS шляхом аналізу асоціативних реакцій, отриманих унаслідок проведеного спрямованого асоціативного експерименту. Через зіставлення асоціативних реакцій чоловіків та жінок здійснено спробу виявити гендерні особливості концепту GEFÄNGNIS та подати образ в'язниці, який зафіксований у мовній свідомості німецького народу. Проналізовано відмови респондентів від участі в асоціативному експерименті та виокремлено їхні причини.

Ключові слова: асоціація, концепт, реакція, слово-стимул, стереотип.

Постановка наукової проблеми. Асоціативний експеримент є однією із провідних психолінгвістичних та психологічних методик дослідження внутрішнього світу людини та її мовленнєвої поведінки. А в лінгвістиці, як зауважує О. Ю. Карпенко, внутрішній світ мовців становить окремий світ концептів [1, с. 252]. Звідси випливає, що результати асоціювання дозволяють простежити значення, яким наділяють поняття представники певної культури, та виявити зв'язки, які існують у їхній концептуальній системі (тобто проаналізувати взаємодію досліджуваного концепту з іншими концептами), а також виокремити найбільшу кількість його когнітивних ознак, які є релевантними для сучасного стану національної етносвідомості, та ранжувати їх за значущістю та частотністю. Варто зауважити, що психічною реальністю «живого слова» вважаємо матеріал асоціативного експерименту, під час якого здійснюється фіксація актуального для респондента психологічного значення слова, «чіткіше проявляється відмінність його реальної семантики від значення, поданого в словнику, визначається простір асоціювання, який виходить далеко за межі словникових статей» [2, с. 35]. Така методика виступає своєрідним ключем від дверей, що ведуть до мовної свідомості індивіда, і дозволяє дослідити не лише семантику окремого слова, а й специфічні характеристики менталітету, особливості культури, мовні стереотипи, оскільки