

ПУТИ ПОВЫШЕНИЯ ЭФФЕКТИВНОСТИ ПРОФЕССИОНАЛЬНОЙ ПОДГОТОВКИ БУДУЩИХ АВИАЦИОННЫХ СПЕЦИАЛИСТОВ НА ЗАНЯТИЯХ ПО ФИЗИЧЕСКОМУ ВОСПИТАНИЮ

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Аннотация

В статье рассмотрены вопросы совершенствования профессиональной подготовки будущих специалистов с применением инновационных технологий на занятиях по физическому воспитанию. Известно, что основой профессиональной подготовки является системный, личностно ориентировочный подход, главное понятие которого – система как целое, в которой образовательный процесс рассматривается как устойчивая совокупность зависимых друг от друга элементов (подсистем: дидактическая, воспитательная, методическая, социальная) и взаимосвязанных действий в них. Их совместное функционирование направляется на воспитание здоровых студентов с высоким уровнем физической подготовленности и приобретенными знаниями, навыками и умениями к самостоятельным занятиям физическими упражнениями. Теоретически обосновано, что физическое воспитание ориентируется на развитие студента как личности, индивидуальности и активного субъекта профессионального обучения, которое может быть реализовано только на гуманистически-демократических началах педагогической деятельности. Такая организация профессиональной подготовки будущих авиационных специалистов все больше приобретает характер диалога, сотрудничества, сотворчества, в котором преобладает взаимозаинтересованный обмен опытом преподавателя и студента. Это дает более широкие возможности студентам подготовиться к выполнению требований будущей профессии, успех самореализации в которой будет определяться как его профессиональной осведомленностью, так и акмеологическими факторами жизнедеятельности, отношением к здоровью своему и подчиненных. Физическая культура личности отражает ее образованность, физическую подготовленность и совершенство, достигнутые на основе использования средств физического воспитания. Физическое воспитание в построении системы самореализации личности выступает в качестве предмета самосовершенствования и привлечения к ценностям физической культуры и направлено на объект совершенствования и развития – личность студента. Поэтому физическое воспитание как учебная дисциплина отражает уровень образованности, физической и умственной работоспособности, сформированность культуры здоровья на основе использования средств и методов физического воспитания. Таким образом, внедрение инновационных технологий и их элементов в образовательную среду позволяет в большей степени решать задачи физического воспитания, повышать интерес к занятиям физической культурой, удовлетворять двигательную активность, укреплять здоровье и развивать физические качества.

Ключевые слова: инновационные технологии, образовательная среда, компетентностный подход, здоровый образ жизни, личность, валеология.

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Ամփոփում

Հոդվածում քննարկվում են ֆիզիկական դաստիարակության դասընթացներում ապագա մասնագետների՝ նորարարական տեխնոլոգիաներով մասնագիտական պատրաստվածության կատարելագործման խնդիրները: Կարևորվում է, որ մասնագիտական վերապատրաստման հիմքը համակարգված, անհատական առաջնորդական մոտեցումն է, որի հիմնական հայեցակարգը համակարգն է որպես ամբողջություն, որում կրթական գործընթացը հանդես է գալիս որպես միմյանցից կախված տարրերի (ենթահամակարգեր՝ դիդակտիկ, կրթական, մեթոդական, սոցիալական) և դրանցում փոխկապակցված գործողությունների կայուն շարք: Մասնագիտական վերապատրաստման հիմնական սկզբունքները մի քանիսն են: Դրանց համատեղ գործունեությունն ուղղված է ֆիզիկական պատրաստվածության բարձր մակարդակ ունեցող առողջ ուսանողների դաստիարակությանը ու գիտելիքների, հմտությունների ու կարողությունների ձեռքբերմանը՝ ֆիզիկական վարժություններ ինքնուրույն կատարելու համար: Ապագա ավիացիոն մասնագետների մասնագիտական պատրաստման գործն ավելի ու ավելի է ձեռք բերում երկխոսության, համագործակցության բնույթ, որում գերակշռում է ուսուցչի ու ուսանողի փոխփոխադարձ հետաքրքրության փոխանակումը: Այսպիսով, կրթական միջավայրում նորարարական տեխնոլոգիաների և դրանց տարրերի ներդրումը թույլ է տալիս ավելի մեծ չափով լուծել ֆիզիկական դաստիարակության խնդիրները, բարձրացնել հետաքրքրությունը ֆիզիկական դաստիարակության նկատմամբ, բավարարել ֆիզիկական ակտիվությունը, բարձրացնել առողջության մակարդակը և ֆիզիկական որակների զարգացումը:

Բանալի բառեր: Նորարարական տեխնոլոգիաներ, կրթական միջավայր, կոմպետենտ մոտեցում, առողջ ապրելակերպ, անհատականություն, վալեոլոգիա:

**WAYS OF IMPROVING THE EFFICIENCY OF THE PROFESSIONAL TRAINING OF
FUTURE AVIATION SPECIALISTS IN PHYSICAL EDUCATION CLASSES**

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Summary

The article examines the issue of improving the professional training of future specialists with innovative technologies in physical education classes. It is highlighted that the main principles of professional training are a systemic, personally oriented approach, the main concept of which is the system as a whole, in which the educational process is considered as a stable set of interdependent elements (subsystems: didactic, educational, methodical, social) and interconnected actions in them. Their joint functioning is aimed at educating healthy students with a high level of physical fitness and acquired knowledge, abilities and skills for independent physical exercises. It is theoretically substantiated that physical education focuses on the development of the student as a personality, individuality and an active subject of professional training, which can be implemented only on the humanistic-democratic basis of pedagogical activity. Such an organization of professional training of future aviation specialists increasingly acquires the character of dialogue, cooperation, co-creation, in which the mutually interested exchange of experiences of the teacher and the student prevails. This provides wider opportunities for students

to prepare to meet the requirements of the future profession, the success of self-realization in which will be determined both by his professional knowledge and acmeological factors of life, attitude to the health of his and subordinates. The physical culture of a person reflects his education, physical fitness and perfection, which are achieved on the basis of the use of physical education. Physical education in the construction of the system of self-realization of the individual acts as a subject of self-improvement and involvement in the values of physical culture and is aimed at the object of improvement and development - the personality of the student. Therefore, physical education, as an educational discipline, reflects the level of education, physical and mental capacity, the formation of a culture of health based on the use of means and methods of physical education. Thus, the introduction of innovative technologies and their elements in the educational environment allow, to a greater extent, to solve the tasks of physical education, to increase interest in physical education, to satisfy motor activity, to increase the level of health and the development of physical qualities.

Key words: innovative technologies, educational environment, competence approach, healthy lifestyle, personality, valeology.

Formulation of the problem. At the current stage of fundamental changes in society, there is a departure from standard educational guidelines, i.e. a gradual transition from traditional to innovative technologies of professional training and education of future highly qualified specialists. The educational process in a higher education institution should provide all the necessary conditions for the comprehensive development of a person, a citizen capable of conscious social choice, occupying a certain link in the environment. The main goal of modern education is to create conditions for the development and self-realization of each individual as a citizen of Ukraine.

The development and application of innovative technologies is one of the most urgent problems of today in the education system, as it is closely related to the formation of motivation for learning in future specialists, which affects the quality of the knowledge they have acquired and the development of skills and abilities, their life competence.

Analysis of current research and publications. Many modern scientists are working on solving this problem. In Ukraine, these issues were studied directly or indirectly V. Kremen [5], O. Pehota [10], T. Zakharchuk [12], K. Bondareva [3], O. Kozlova [3], O. Pometun [11], L. Pyrozhenko [11]., and others.

Research by I. Dychkivska [4], O. Bida [1], O. Shevchenko [2], Z. Malachova [6] shows that innovative technology has a leading role in satisfying and developing the interests of young people.

The experience of introducing innovative technologies into the educational process of physical education to increase the effectiveness of theoretical training of students deserves special attention. The works of N. Moskalenko [8], T. Kozhedub [8], O. Ostapchuk [9] and T. Krutsevich [7] are devoted to the study of this problem. As experts note, the peculiarity of innovative technologies is that the educational process is carried out under the condition of constant, active interaction of all its members. Analyzing their actions and the actions of their partners, participants in the educational process change their behavior model, more consciously acquire knowledge and skills, therefore it makes sense to talk about innovative technologies not only as a means of improving learning, but also as a means of strengthening educational influences.

The aim of the research: theoretical substantiation of new forms of organization of the educational process of future aviation specialists in physical education classes.

The following methods were used during the research: theoretical (study and analysis of advanced pedagogical experience), general scientific, empirical (observation, comparison), generalization.

The main text of the article. By innovative we mean such pedagogical technologies that involve a deep transformation of the learning process, that is, change the essence and

instrumentally significant properties, the most important of which are the target orientation of the learning process, the form, content, pedagogical conditions and methods of the learning process, the interaction of the teacher and the student in the course of training, which takes on the character of creative cooperation [4].

In the regulatory and legal aspect, the possibility of innovation is provided by the ever-increasing degree of independence of higher educational institutions regarding the development of content, the choice of teaching methods and technologies, the joint responsibility of students and teachers for the quality of education, which imposes on students not only obligations, but also the right to free choice a significant part of the disciplines, and thus teachers. The general orientation of the innovative reform corresponds to a person-oriented concept of higher education with the possibility of an alternative approach for students to choose the route of their education. According to the concept, the content of education is a pedagogically adapted social experience in all its structural integrity: it is a variety of knowledge, experience of various methods of activity, experience of creative activity, spiritual and emotional-value relation to the world [9].

The limited funding of educational institutions, the decrease in the number of hours allocated to physical education, the lack of a modern material sports base, the outdated methodological justification of organizational forms and the content of the educational process, which do not correspond to the modern realities of today, significantly worsen the quality of physical education in educational institutions of Ukraine. Added to these factors is the blind copying by some universities of the Bologna system, in which there is no physical education among the disciplines being studied. This paradox can be explained by the material conditions of universities in Europe, where dozens of instructors await students in specialized gyms in the evenings and invite them to free training sessions. At the same time, the organization of physical culture and sports classes in higher education institutions in Europe cannot serve as an example for us, since these classes are held mainly in the evening, are optional, and are conducted by sports instructors, and not by teachers organized in physical education department with appropriate organizational and methodological potential and scientific support. Foreign universities have a powerful sports base with a large number of modern sports halls, playgrounds and swimming pools, which allows all willing students to exercise at the same time in the evening. But far from all students of foreign educational institutions are motivated to engage in physical education (at best, their number ranges from 7 to 30 percent), although the labor market primarily accepts specialists who do not have harmful habits and voluntarily maintain their own physical condition. Such workers are even provided with appropriate bonuses from employers [7].

Even the powerful universities of Ukraine do not have such opportunities and are forced to lease evening hours to commercial structures to compensate for the costs of maintaining a sports base or, in the best case, provide them to national sports teams. Average Ukrainian students have only daytime hours to maintain their physical condition and health, who are busy with the specialized educational process of preparing bachelors and masters, and only the implementation of physical education in this process can solve this paradoxical situation. This is a reality that is not always taken into account by the heads of universities, who do not find hours and places for students' physical education in the daily schedule. Some supporters of the Western European experience deny the need for physical education as an educational discipline, but Ukrainian students will not soon have conditions similar to European ones. In addition, their health, partially lost at school age (due to insufficient physical activity, abuse of computer games, television programs, poor nutrition and other negative factors), cannot wait.

It is necessary to find, justify and methodically provide new forms of organization of the educational process in physical education and methods of implementation into the Bologna system, without which, even with sufficient funding, it will not be easy to make it effective. The Bologna system in itself is progressive in nature and provides an opportunity for every student to integrate into the educational process of higher education institutions of another country if necessary, but like any other system, it has its drawbacks. In particular, relying on the discretion

and self-awareness of European students to take care of their health and physical fitness, although all conditions are created for them to engage in physical education and sports, including the presence of a modern sports base, sports equipment and methodical consultations of experienced specialists [5].

It is clear that in the conditions of today's realities of Ukraine it is impossible to solve all the problems with financing and the creation of a sports base, but the state needs healthy, physically prepared graduates to protect its borders, if necessary, and this task, as in other threatening times, faces by institutions of higher education. In this regard, finding ways to rebuild the educational process of physical education in order to increase its effectiveness, implementing the discipline "physical education" in the process of renewal of higher education in Ukraine is one of the most important tasks of the relevant departments. The ideas of using innovative teaching technologies and, in particular, personally-oriented physical education of students, the use of acmeological aspects of personality development and creative valeology, the sectional form of the educational process in physical education, modern methods of developing physical qualities, rethinking informal physical education and the role of independent classes are gaining significant popularity: physical exercises during extracurricular hours, the implementation of an environmentally oriented approach to involving young people in independent activities with certain types of motor activity, etc.

By the sectional-class form, we understand the conduct of the educational process in physical education during daytime hours according to the general university schedule in the form of specialized educational classes in a certain type of sport (motor activity), according to individual semester work study plans of each department with a certain content of modules and sections of educational material (in accordance with the unified departmental curriculum), as part of study groups formed by the above-mentioned structural divisions of the department at the students' own choice. The main difference from the sectional-extracurricular form, where classes are held in the evening after-hours, for the sectional-curricular form of the educational process is the condition of conducting classes during the daytime hours according to the general university schedule (first, second, third, and fourth pairs), which makes it possible to cover the entire contingent of students of the first two years, evenly load the sports base and provide an opportunity in the evening hours, starting with the fifth pair, to conduct training of the university's national teams and engage in the provision of physical culture commercial services. Personal-oriented physical education of students is understood as a complex all-round effect on the personality by means of physical culture, when, together with the solution of other tasks, priority is given to the development and actualization of the values of physical culture and health, the formation of personally significant motives, knowledge and skills, as well as the experience of independent and continuous use of means of physical culture and health improvement. The educational process of physical education based on a person-oriented approach provides an opportunity for each student, based on his abilities, inclinations, interests, value orientations and subject experience, to realize himself in active knowledge of the content of educational activities, in his educational behavior [6].

Acmeological aspects of personality development, i.e., aiming at achieving a higher level of physical fitness and perfection, are considered to be the main catalyst for restructuring students' thinking in relation to physical education. That is, to carry out not a simple assimilation by students of a certain amount of scientific knowledge on the topic of health, but to aim the pedagogical process at the formation of students as subjects of physical activity and building their own health, which the current valeology does not pretend to do. Creative valeology, in contrast to valeology, built exclusively on the application of classical means of didactics for the translation of knowledge from a teacher to a student, is precisely concerned with finding the means of forming a physically active personality and a personality that builds one's own health. Personal-oriented physical education does not contradict the sectional form, but on the contrary, acquires a concrete practical content when applying this form of the educational process of physical education in a complex with other components of personal-oriented physical education, among which it is necessary to recognize high-quality informal physical education, acmeological aspects of personality development and creative valeology [10].

Mastering physical education for a student of a higher education institution of a technical or humanitarian profile is not something easy or superficial, because the subject of study is a person in all the complexity of his physical, mental, social, and philosophical aspects. Sometimes, seemingly familiar concepts acquire a new, more complex meaning. For example, in pedagogy there is practically no distinction between the concepts of skill and skill, which are interpreted as the readiness to perform a certain activity with a certain goal and in certain conditions, while in physical education there are three gradations of this definition: skill – the readiness to perform physical exercise under the accented control of sensory and motor analyzers and consciousness; skills – automatic performance of physical exercise in a certain state and under certain conditions; variable skills – automatic performance of physical exercise in any state (for example, extreme fatigue) and in any conditions (level of competition, attitude of judges, fans, weather and other conditions). The study of ways to improve one of the main components of personally oriented physical education – informal physical education provided as part of the physical education educational process and its quality assessment - is an urgent need for the further development of physical education.

We consider the competence approach, which is widely used in modern pedagogy, to be one of the ways to increase the effectiveness of informal physical education. Professional competence as a system of personal qualities, knowledge and skills that determine the readiness and ability of a specialist (professional) to carry out professional activities in the context of existing socio-economic and socio-cultural realities.

According to the existing levels of competence, three main types of competences are identified: knowledge competence – in the form of existing knowledge; competence of skills – in the form of existing skills (skills); behavioral competence – in the form of existing motives, psychophysiological qualities, values, attitudes and the need for independent physical exercises. The theoretical analysis and generalization of the approaches presented in the scientific and methodological literature to defining the essence of the concept of "competence" shows that all researchers associate it with:

- 1) with the properties of a person characterizing him as a subject of activity (knowledge, experience, awareness, abilities, value orientations);
- 2) with specific content of the activity;
- 3) with a qualitative characteristic of the result of the activity, which reflects the ratio of a person's capabilities as a subject of activity with his success [3].

Theoretical analysis and generalization of special literature prove that competence is related to the properties of a person characterizing him as a subject of activity (knowledge, experience, awareness, opportunities, value orientations) with a specific subject content of activity, with a qualitative characteristic of the result of activity, which reflects the ratio of the properties of a person as a subject of activity with his success. That is, researchers interpret the complex of properties related to competence in different ways, while in accordance with the systemic approach, competence should be considered as a systemically organized characteristic of a person, containing a motivational, personal-oriented and activity-practical component. Each of these components functions only in conditions of interaction with others and performs its specific task. Interacting with each other within the framework of a complete functional system, they provide a high level of competence in the organization and conduct of motor activity.

The analysis of scientific sources [1; 10; 11; 12], own research and practical experience made it possible to highlight the competencies that students should acquire during their studies in institutions of higher education other than physical education:

1. The ability to use various types and forms of motor activity to improve physical fitness, active recreation, leading a healthy lifestyle and improving human health.
2. The ability to apply the acquired knowledge about the patterns and features of using motor activity to preserve one's health in practice.
3. The ability to independently perform physical exercises and use self-control techniques to improve physical condition, fitness and health [8].

Physical culture in non-physical education institutions acts as an active transformer of the personality, develops its best qualities and enriches its ideological, intellectual, moral and aesthetic basis. Under the influence of physical education, the needs and interests of young people, their inclinations and mental, physical, moral, aesthetic and other abilities and qualities acquire a socially useful orientation and significance [2].

The formation of physical education, the task of mastering actualized values and the need to be healthy, physically active and, thus, to have formed competencies of purposeful finding and application of various means of physical culture and their analysis in one's life concerns not only students, but also teachers of physical education. Meanwhile, the readiness of physical education teachers to organize effective innovative work of sports or physical activity training departments does not always meet modern requirements. Therefore, it is necessary to carry out work on the constant improvement of physical education: seminars, open classes, master classes, scientific and methodical conferences, professional development, etc.

The theoretical basis of the professional training of higher education seekers is a systematic, personally oriented approach, the main concept of which is the system as a whole, in which the educational process is considered as a stable set of interdependent elements (subsystems: didactic, educational, methodical, social) and interconnected actions in them. Their joint functioning is aimed at educating healthy students with a high level of physical fitness and acquired knowledge, abilities and skills for independent physical exercises.

Conclusions, future research prospects. Physical education focuses on the development of the student as a personality, individuality and an active subject of professional training, which can be implemented only on the humanistic and democratic basis of pedagogical activity. Such an organization of professional training of future specialists increasingly acquires the character of dialogue, cooperation, co-creation, in which the mutually interested exchange of experiences of the teacher and the student prevails. This provides wider opportunities for students to prepare to meet the requirements of the future profession, the success of self-realization in which will be determined both by his professional knowledge and acmeological factors of life, attitude to the health of his and subordinates. The physical culture of a person reflects his education, physical fitness and perfection, which are achieved on the basis of the use of physical education. Physical education in the construction of the system of self-realization of the individual acts as a subject of self-improvement and involvement in the values of physical culture and is aimed at the object of improvement and development – the personality of the student. Therefore, physical education, as an educational discipline, reflects the level of education, physical and mental capacity, the formation of a culture of health based on the use of means and methods of physical education.

Thus, the introduction of innovative technologies and their elements in the educational environment allow, to a greater extent, to solve the tasks of physical education, to increase interest in physical education, to satisfy motor activity, to increase the level of health and the development of physical qualities.

Reference:

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ОСНОВНЫЕ ТРЕБОВАНИЯ К ИНОЯЗЫЧНОЙ ПОДГОТОВКЕ БУДУЩИХ СПЕЦИАЛИСТОВ В ВЫСШИХ УЧЕБНЫХ ТЕХНИЧЕСКИХ ЗАВЕДЕНИЯХ

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Аннотация

Цель исследования – на основе анализа современных разработок теоретически обобщить основные требования к иноязычной подготовке в технических учреждениях высшего образования.

Актуальность поднятой проблемы обусловлена тем, что процессы модернизации высшего образования Украины, ее вхождения в европейское и мировое образовательные пространства трудно реализовать без существенного повышения качества иноязычной подготовки соискателей, в том числе и в высших учебных технических заведениях.

Новизна исследования состоит в том, что в статье теоретически обобщены основные требования к иноязычной подготовке будущих специалистов в технических заведениях высшего образования Украины, а именно: согласованность и синхронизация требований к иноязычной подготовке через