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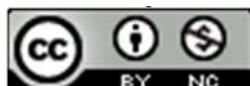
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International License

378.016: 81'243

<https://orcid.org/0000-0002-9215-5936>

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<https://orcid.org/0000-0002-4626-0137>

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

Слюсаренко Нина

доктор педагогических наук, профессор,  
Херсонский государственный университет, Украина;  
[ninaslusarenko@gmail.com](mailto:ninaslusarenko@gmail.com)

Сотер Мария

кандидат педагогических наук,  
Первомайский учебно-научный институт Национального  
университета кораблестроения имени адмирала Макарова, Украина;  
[sotermariia@gmail.com](mailto:sotermariia@gmail.com)

### 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

имплементацию «Общеевропейских рекомендаций по языковому образованию: изучение, преподавание, оценка»; интегрированное обучение специальности и иностранному языку, основанное на изучении профессиональных дисциплин в неразрывном единстве с овладением иностранным языком и привлечением внутридисциплинарных и междисциплинарных связей; усиление практического компонента иноязычной подготовки соискателей образования; переориентация образовательного процесса на личность студента, студентоцентризм; привлечение всех направлений иноязычной подготовки (аудиторного, внеаудиторного и самообразования) в течение всех лет обучения для создания благоприятных условий для повышения языкового уровня студентов; преемственность и непрерывность иноязычного образования; использование инновационных методов и подходов к обучению, которые основываются на взаимодействии соискателей образования и способствуют моделированию будущей профессиональной деятельности; обеспечение современной учебно-методической литературой, в том числе с технической поддержкой от международных издательств, на всех уровнях системы образования; повышение мотивации как к изучению иностранного языка, так и к профессии; налаживание субъектно-субъектного взаимодействия всех участников образовательного процесса; формирование атмосферы взаимного доверия между студентом и преподавателем; расширение возможностей обучения на протяжении жизни, постоянного самосовершенствования и саморазвития; привлечение профессионально ориентированных видов учебной деятельности, моделирующих иноязычную ситуацию будущей профессии; изучение природного контекстуализированного языка; расширение возможностей использования передовых технологий и информационно-технологических ресурсов как в условиях аудиторного, так и смешанного обучения.

**Выводы.** В результате проведенного исследования теоретически обобщены основные требования к иноязычной подготовке будущих специалистов в современных технических заведениях высшего образования Украины в условиях ее модернизации. Обобщенный материал и выводы исследования могут быть использованы в образовательном процессе учебных заведений технического профиля для совершенствования учебных планов и программ, в частности по следующим дисциплинам: «Иностранный язык», «Иностранный язык по профессиональному направлению», «Деловой иностранный язык», подготовки учебно-методического литературы для студентов и т.д. Выявлено, что дальнейшие научные исследования могут быть посвящены изучению инновационных методов и подходов к обучению, которые основываются на взаимодействии соискателей образования и способствуют моделированию будущей профессиональной деятельности.

**Ключевые слова:** иноязычная подготовка, Общеевропейские рекомендации по языковому образованию, Программа по английскому языку для профессионального общения, интегрированное обучение специальности и иностранному языку, студентоцентризм.

**ԱՊԱԳԱ ՄԱՍՆԱԳԵՏՆԵՐԻ ՕՏԱՐԱԼԵԶՈՒ ՎԵՐԱՊԱՐՄԱՆ ՀԻՄՆԱԿԱՆ ՊԱՀԱՆՁՆԵՐԸ  
ԲԱՐՁՐԱԳՈՒՅՑՆ ՏԵԽՆԻԿԱԿԱՆ ՀԱՍՏԱՏՈՒԹՅՈՒՆՆԵՐՈՒՄ  
ԲԱՐՁՐԱԳՈՒՅՑՆ ԿՐԹՈՒԹՅԱՆ ՏԵԽՆԻԿԱԿԱՆ ՀԱՍՏԱՏՈՒԹՅՈՒՆՆԵՐՈՒՄ  
ԱՊԱԳԱ ՄԱՍՆԱԳԵՏՆԵՐԻ ՕՏԱՐԱԼԵԶՈՒ**

**Սլյուսարենո Նինա**

մանկ. գիտ. դոկտոր, պրոֆեսոր  
Խերտոնի պետական համալսարան, Ուկրաինա  
ninaslusarenko@gmail.com

**Սուտեր Մարիա**

մանկ. գիտ. թեկնածու  
Ազգային նավաշինության համալսարանի մայիսանկան  
ուսումնագիտական ինստիտուտ, Ուկրաինա  
sotermaria@gmail.com

**Ամփոփում**

Ուսումնասիրության նպատակն է ժամանակակից զարգացումների վերլուծության հիման վրա տեսականորեն ամփոփել բարձրագույն կրթության օտարալեզու ուսուցման կազմակերպման հիմնական պահանջները տեխնիկական հաստատություններում:

Բարձրացված խնդրի արդիականությունը պայմանագրոված է նրանով, որ Ուկրաինայի բարձրագույն կրթության արդիականացման գործընթացները, դրանց մուտքը եվրոպական ու համաշխարհային կրթական տարածք դժվար է իրականացնել առանց դիմորդների, այդ թվում՝

բարձրագույն կրթության տեխնիկական հաստատությունների ասպագա մասնագետների օտարալեզու վերապատրաստման որակի էական բարելավման:

Ուսումնասիրության նորույթն այն է, որ հոդվածը տեսականորեն ամփոփում է Ուկրաինայի բարձրագույն կրթության տեխնիկական հաստատություններում ապագա մասնագետների օտարալեզու վերապատրաստման հիմնական պահանջները, մասնավորապես՝ օտարալեզու ուսուցման պահանջների հետևողականությունը լեզվական կրթության համաեվրոպական առաջարկությունների իրականացման միջոցով՝ ուսումնասիրություն, դասավանդում, մասնագիտական ու օտար լեզվի ինտերված ուսուցում, որը պայմանավորված է մասնագիտական առարկաների ուսումնասիրության ժամանակ օտար լեզվի յուրացման, ներառարկայական ու միջառարկայական կապերի կիրառմամբ, օտարալեզու ուսուցման գործնական բաղադրիչի ուժեղացմամբ, ուսումնական գործընթացում ուսանողի անհատականության, ուսանողակենտրոնության դրսուրմամբ, օտարալեզու ուսուցման բոլոր ուղղություններով (լարանային, արտադպրոցական ու ինքնակրթություն) ուսուցման նորարարական մեթոդների ու մոտեցումների շարունակական կիրառմամբ, որոնք հիմնված են դիմորդների փոխգործակցության վրա և նպատակառուղիվ են մասնագիտական ապագա գործունեության մոդելավորմանը, կրթական համակարգի բոլոր մակարդակներում ժամանակակից ուսումնամեթոդական գրականության, այդ թվում՝ միջազգային հրատարակչությունների տեխնիկական աջակցության ապահովմամբ և այլն:

**Բանալի բառեր:** Օտարալեզու ուսուցում, լեզվական կրթության համաեվրոպական ուղղուցներ, մասնագիտական հաղորդակցման անգլերեն:

## **BASIC REQUIREMENTS FOR FOREIGN LANGUAGE TRAINING IN TECHNICAL HIGHER EDUCATION INSTITUTIONS**

**Nina Slyusarenko**

*Full Professor, Doctor of Pedagogical Sciences,*

*Kherson State University, Ukraine;*

*ninaslusarenko@gmail.com*

**Mariya Soter**

*Lecturer, PhD in Pedagogical Sciences,*

*Pervomaisk Educational and Scientific Institute of*

*Admiral Makarov National Shipbuilding University, Ukraine;*

*sotermariia@gmail.com*

### **Summary**

The purpose of the study is to theoretically generalize the basic requirements for foreign language training in technical higher education institutions in the conditions of modernization of higher education in Ukraine based on the analysis of modern research.

The relevance of the raised problem is determined by the fact that the modernization processes of higher education of Ukraine, its entry into the European and world educational space are difficult to implement without a significant increase in the quality of students' foreign language training, in particular, technical higher education institutions.

The novelty of the research is that the article theoretically summarizes the basic requirements for foreign language training of future specialists in technical higher education institutions of Ukraine, namely: consistency and synchronization of requirements for foreign language training through the implementation of the Common European Framework of Reference for Languages; implementation of content and language integrated learning, which is based on the study of professional disciplines in inseparable unity with the mastery of a foreign language; intra-disciplinary and interdisciplinary connections involvement; strengthening the practical component of students' foreign language training; reorientation of the educational process on the personality

of the student, student-centeredness; involvement of all areas of foreign language training (auditory, non-auditory and self-education) during all years of study in order to create favourable conditions for improving students' language level; continuity of foreign language education; the use of innovative methods and approaches to learning, which are based on students' interaction and contribute to the modelling of their future professional activities; provision of modern educational and methodical literature, in particular with technical support from international publishing houses, at all levels of the education system; increasing motivation for both learning a foreign language and profession; setting up subject-to-subject interaction among all participants of the educational process; building an atmosphere of mutual trust between student and teacher; expanding lifelong learning opportunities, continuous self-improvement and self-development; involvement of professionally oriented types of educational activities that model the situation of the future profession in a foreign language; study of natural contextualized language; expanding the possibilities of using advanced technologies and information and technological resources both in a classroom and during blended learning.

**Conclusions.** As a result of the research, the basic requirements for foreign language training in technical higher education institutions of Ukraine in the conditions of modernization of higher education have been theoretically summarized. The generalized material and conclusions of the research can be used in the educational process of technical establishments for the improvement of curricula and programs, in particular, such subjects as: "Foreign Language", "Foreign Language for Specific Purposes", "Business Foreign Language", preparation of educational and methodological literature for students, etc. It is revealed that further scientific research can be devoted to the study of innovative methods and approaches to learning, which are based on students' interaction and contribute to the modelling of future professional activity.

**Keywords:** foreign language training; Common European Framework of Reference for Languages; English for Specific Purposes; integrated learning major and foreign language; student-centeredness.

**Short introduction.** One of the priority directions of modernization of higher education of Ukraine within the framework of modern trends of globalization and internationalization of education (V. Zinchenko, N. Mospan, A. Sbrueva, D. Svyrydenko, etc.), its entry into the European and world educational spaces is a significant increase in the quality of students' foreign language training, in particular, technical higher education institutions of Ukraine.

Z. Kornieva notes that the need to harmonize domestic educational standards with European ones caused the need to review the existing and develop new methods of foreign language teaching in higher education institutions of technical profiles with the aim of intercultural foreign language training of students and promoting their competitiveness on the European and world labour markets [4, p. 11].

**The research problem.** Now, more than ever, higher education in Ukraine needs harmonization with the European educational system, and this is impossible without high-quality foreign language training. The above applies to all links of the education system of Ukraine (higher, in particular).

Of particular importance is foreign language training in technical higher education institutions, which currently requires special attention and improvement.

**Analysis of current research and publications related to the problem.** Foreign language training is the key to specialists' full-fledged professional realization both on the domestic and international labour markets. Various aspects of optimizing students' foreign language training of technical higher education institutions have been studied by O. Bihych, O. Bilyk, R. Hryshkova, O. Zabolotska, Z. Kornieva, H. Kravchuk, V. Krasnopolskyi, I. Lytvynenko, N. Mykytenko, O. Smolnykova, N. Sura, O. Tarnopolskyi, V. Titova, O. Khomenko, O. Tsepkalo and others.

Analysis of their research revealed a number of problems that significantly slow down this process: significantly different language proficiency levels of students (the contingent of technical higher education institutions includes graduates of rural and urban schools, secondary and specialized schools with in-depth study of some subjects) and, as a result, heterogeneous groups

with unequal language proficiency levels are formed; insufficient number of credits for language learning and, accordingly, the number of hours of auditory classes (lectures, practical) allocated in technical higher education institutions for language training of students, including foreign language (as a rule, for one discipline, two hours per week (one lesson) in the first and second, less often in senior years); in addition, quite often language disciplines are taught to students in technical specialties with a time gap of a year or a half (during the first, second and third semesters, and then during the seventh and eighth), which does not correspond to the principle of systematicity and consistency; insufficient technical support of educational classrooms, within which language training is carried out, which complicates the introduction of the latest technologies and teaching tools, etc., into the educational process.

Therefore, the problem of the quality of foreign language training of future technical specialists requires urgent steps to solve it, because the full functioning of specialists both within the state and abroad depends on it. This especially applies to those of them whose professional activity is related to constant professional interaction between colleagues, on which depends not only the integrity of equipment, property, but also, in some cases, people's lives. So, for example, language misunderstandings (both when communicating in native and foreign languages) can lead to serious damage, accidents and even catastrophes.

That is why the basic requirements for foreign language training in technical higher education institutions of Ukraine in the conditions of its modernization need generalization and unification.

**The research purpose conducted within the framework of the article** is to theoretically generalize the basic requirements for foreign language training in technical higher education institutions in the conditions of modernization of higher education in Ukraine based on the analysis of modern research.

**The novelty of the research** is that the article theoretically summarizes the basic requirements for foreign language training of future specialists in technical higher education institutions of Ukraine, namely: consistency and synchronization of requirements for foreign language training through the implementation of the Common European Framework of Reference for Languages; implementation of content and language integrated learning, which is based on the study of professional disciplines in inseparable unity with the mastery of a foreign language; intra-disciplinary and interdisciplinary connections involvement; strengthening the practical component of students' foreign language training; reorientation of the educational process on the personality of the student, student-centeredness; involvement of all areas of foreign language training (auditory, non-auditory and self-education) during all years of study in order to create favourable conditions for improving students' language level; continuity of foreign language education; the use of innovative methods and approaches to learning, which are based on students' interaction and contribute to the modelling of their future professional activities; provision of modern educational and methodical literature, in particular with technical support from international publishing houses, at all levels of the education system; increasing motivation for both learning a foreign language and profession; setting up subject-to-subject interaction among all participants of the educational process; building an atmosphere of mutual trust between student and teacher; expanding lifelong learning opportunities, continuous self-improvement and self-development; involvement of professionally oriented types of educational activities that model the situation of the future profession in a foreign language; study of natural contextualized language; expanding the possibilities of using advanced technologies and information and technological resources both in a classroom and during blended learning.

**The theoretical significance of the study.** The generalized material and conclusions of the research can be used in the educational process of technical establishments for the improvement of curricula and programs, in particular, such subjects as: "Foreign Language", "Foreign Language for Specific Purposes", "Business Foreign Language", preparation of educational and methodological literature for students, etc.

**Statement of basic material.** First of all, let us note that "Common European Framework of Reference for Languages: Learning, Teaching, Assessment" by the Council of Europe in 2001 is

among the fundamental transformational measures that significantly influenced the process of foreign language training and restructuring of Ukrainian national standards [10].

The Common European Framework was created for the purpose of modernizing foreign language training, harmonizing and synchronizing the requirements for it, as well as for the purpose of intensifying the processes of learning and teaching languages in the member states of the Council of Europe in the interests of increasing mobility, more effective international communication and simultaneously respecting the individual and cultural differences, better access to information, more intense personal interaction, which improves working relationships and deepens mutual understanding [6].

This document presents the goals and objectives of the language policy of the Council of Europe, the specifics of language learning, teaching and assessment (descriptive scheme and language proficiency levels) of users (those who learn the language), communicative tasks, goals, activities and strategies, general and communicative speech competences. The processes of language learning and teaching are characterized; recommendations are made for the development of curricula, programs, courses, etc. The Common European Framework makes it possible to create a common basis for the development of language training curricula, standard programs, exams, textbooks, etc. [ibid.].

In accordance with the Common European Framework, the "English for Specific Purposes (ESP) National Curriculum for Universities" (Kyiv, 2005) was developed. According to the Curriculum, it is predicted that the entrance level of applicants to higher education institutions shouldn't be lower than the B1+ level, and in the process of preparation, students, in particular, of technical higher education institutions of Ukraine, must master foreign language communicative competence at the B2 level after completing a bachelor's degree and C1 after completing a master's degree [1, pp. 1-2]. As stated by the author team, the Curriculum is a synergistic document that covers the best features of international and national theory and practice of language teaching and learning and is aimed at the transparency and flexibility of the educational process of foreign language training [ibid.].

Z. Kornieva underlines the existence of a contradiction that arose as a result of the implementation of the approved norms. The author emphasizes that on the one hand, it is impossible to teach English for Specific Purposes to students majoring in technology, starting from the 1st year, based on the integration of learning with a future specific specialty, due to the unpreparedness of students for such learning both in terms of language and content. On the other hand, ensuring the integration of language learning and future specialty already in the 1st year is an absolute necessity, based on modern requirements for foreign language courses [4, p. 16]. It is noted that the avoidance of such integration in the 1st year may lead to the inability to achieve the results of the training of students expected by the program due to the insufficient number of study hours for foreign language learning, and in some cases their absence in the next courses.

O. Tarnopolskyi also pays special attention to content-based second language instruction, which, according to the author, will help to avoid the actual gap between language teaching and teaching of special disciplines, which is present in most technical higher education institutions of Ukraine [8, p. 23], and implementation of the methodology of content and language integrated learning (learning through the content of specialized educational subjects in a foreign language course and foreign language immersion in courses of professional disciplines) [ibid., p. 26].

The scientist singles out several advantages of the method of content and language integrated learning over the traditional method of professionally oriented training. The first advantage includes the balanced attention of both students and a teacher to interdisciplinary content and language with a certain priority of content (language learning through the content of the specialty in foreign language courses), with a subsequent decrease in focus on the language, and greater importance being attached to the subject content (foreign language immersion in courses of professional disciplines) and, as a result, the skills and abilities of professional communication are learned, formed and developed mostly involuntarily, as a by-product of extralinguistic activity [8,

p. 26]. The second is the actual impossibility under the conditions of integrated education to separate language learning and future specialty learning, which contributes to the transformation of a foreign language into an almost professional subject [ibid., p. 27].

Among the types of educational activities that can ensure the implementation of such an approach, O. Tarnopolskyi includes brainstorming, students' discussions and presentations on professional issues, case discussions, project work and other types of educational activities that are performed not in the native language, but in the language which is studied [8, p. 24]. As the researcher notes, all of the above types of activity to some extent imitate the future professional activity, and are not simply based on its subject content.

Therefore, we can state that the content and language integrated learning is a necessity and a significantly new step in improving and modernizing students' foreign language training of technical higher education institutions, which will allow adapting future specialists to further professional activities, will contribute to their competitiveness and successful functioning on the international labour market. It should be based on the study of professional disciplines in inseparable unity with the mastery of a foreign language with intra-disciplinary and interdisciplinary connections involvement.

Moreover, the implementation of the content and language integrated learning in the educational space of a technical higher education institution strengthens the practical component of foreign language training, since all the resources of the educational process are focused on the language and its direct use (communication) and, at the same time, significantly activates the process of professionalization of a specialist, increases the level of his general professional competence (due to the involvement of the content of specialized disciplines), provides an opportunity for constant professional self-improvement.

The signing of the "Paris Communiqué" (Paris, May 25, 2018) was another important step, which in one way or another affected the process of students' foreign language training of technical higher education institutions of Ukraine. In the decision, which was adopted as a result of the Conference of Ministers of Education of the European Area of Higher Education ("The Fifth Bologna Policy Forum"), it is noted that one of the advanced innovations in learning and teaching should be the further development and full implementation of student-centred learning and open education in the context lifelong learning [5, p. 444]. We can note that this approach is important given the fact that it involves the activation of students in the learning process through the specification of the content of the language material, the mobilization of their efforts for direct activity and initiative, which allows them to increase motivation and overall productivity of their training.

According to O. Bilyk and O. Puga, during the implementation of student-centeredness in the educational process, future specialists are given greater freedom to create a favourable environment for independent understanding of the need to study certain educational material [2, p. 23].

A. Calvo in the scientific publication "A learner-centered approach to the teaching of English as a second language" (2007) notes that with this approach, teachers are focused on students and pay special attention to their needs [9]. In particular, this requires careful, flexible preparation of educational materials used in the educational process, their vector and adaptation to students' needs and interests.

A significant step in assessing the role and status of the English language in higher education institutions of Ukraine was the research project "English for Universities". It was implemented on the basis of fifteen universities on behalf of the British Council and the Ministry of Education and Science of Ukraine in 2014–2016 [3].

The report "Internationalization of Ukrainian universities in terms of the English language: The project English for universities" (Kyiv, 2017) presents the main conclusions of the research project and a number of recommendations for further actions. Among the main instructions and suggestions that were provided, we can single out the following [3, pp. 91–103]:

- to agree the level of English for all graduates in direct accordance with the scale of the Common European Framework of Reference for Languages (for example, for specialties with less high language requirements – B2);
- to develop a modern and flexible English language curriculum that would take into account the priority of English as a language of international communication, the academic and professional needs of undergraduate students and the standards of the Common European Framework of Reference for Languages;
- to create a department for the centralized development of educational and methodological support in English for Specific Purposes;
- to implement the Common European Framework of Reference for Languages in all aspects of teaching English for Specific Purposes: curriculum development, definition of the goal and expected learning outcomes, creation of materials, methods and evaluation;
- to develop an institutional policy for each university within the framework of the national strategy for 3-5 years, which will include such areas as: internationalization; improving the quality of English language teaching and its control within the framework of the Bologna process; popularization of English language teaching in all programs during all years of study;
- to increase contact hours in order to meet the requirements according to the scale of the Common European Framework of Reference for Languages and create favourable conditions for improving students' language level;
- to conduct English for Specific Purposes during all years of study to maintain the appropriate level and increase the chances of achieving the requirements according to the scale of the Common European Framework of Reference for Languages;
- to reduce the number of hours of the English language while increasing the time for studying English for Specific Purposes during all years of study;
- to apply modern methodical approaches that involve student interaction, and thus increase the efficiency of using contact hours;
- to use in the educational process modern materials for English for Specific Purposes with technical support from international publishing houses;
- to provide assistance to students in developing their ability to learn autonomously;
- to create and popularize opportunities for international exchange;
- to search for ways to communicate with English speaking people (not necessarily native speakers) through conducting English-speaking conversation clubs and using modern technologies, for example, Skype;
- to encourage communication with students of the same major from other countries.

All the mentioned instructions require urgent steps to review the established system of teaching English in technical higher education institutions of Ukraine and make appropriate corrections.

**Conclusions, prospects for further research, suggestions.** The analysis of advanced scientific developments and works of researchers [2–4; 6–9] made it possible to theoretically generalize the basic requirements for foreign language training of future specialists in technical higher education institutions of Ukraine in the conditions of modernization of higher education, namely: consistency and synchronization of requirements for foreign language training through the implementation of the Common European Framework of Reference for Languages; content and language integrated learning, which is based on the study of professional disciplines in inseparable unity with the mastery of a foreign language; intra-disciplinary and interdisciplinary connections involvement; strengthening the practical component of students' foreign language training; reorientation of the educational process on the personality of the student, student-centeredness; involvement of all areas of foreign language training (auditory, non-auditory and self-education) during all years of study in order to create favourable conditions for improving students' language level; continuity of foreign language education; the use of innovative methods and approaches to learning, which are based on students' interaction and contribute to the modelling of their future

professional activities; provision of modern educational and methodical literature, in particular with technical support from international publishing houses, at all levels of the education system; increasing motivation for both learning a foreign language and profession; setting up subject-to-subject interaction among all participants of the educational process; building an atmosphere of mutual trust between student and teacher; expanding lifelong learning opportunities, continuous self-improvement and self-development; involvement of professionally oriented types of educational activities that model the situation of the future profession in a foreign language; study of natural contextualized language; expanding the possibilities of using advanced technologies and information and technological resources both in a classroom and during blended learning.

We see further scientific research in the study of innovative methods and approaches to learning, which are based on students' interaction and contribute to the modelling of future professional activity.

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