DOI https://doi.org/10.36059/978-966-397-280-0-83

**Feshchuk A. M.**
*teacher, department of English for Engineering № 2,*
*National Technical University of Ukraine*
*«Igor Sikorsky Kyiv Polytechnic Institute»*

**Halatsyn K. O.**
*PhD, Associate Professor,*
*Associate Professor, department of English for Engineering № 2,*
*National Technical University of Ukraine*
*«Igor Sikorsky Kyiv Polytechnic Institute»*

**Yaroshenko O. L.**
*teacher, department of English for Engineering № 2,*
*National Technical University of Ukraine*
*«Igor Sikorsky Kyiv Polytechnic Institute»*

## INTERCULTURAL COMMUNICATION AND PROFESSIONAL TRAINING OF FUTURE SPECIALISTS IN APPLIED MECHANICS

Modern trends in the development of higher technical education in Ukraine indicate an increase in the role and influence of foreign language education on the training of a specialist of a new generation in the field of engineering. The specificity of the professional activity of specialists in applied mechanics increases the requirements for the professional training of specialists in this sphere. Foreign language education is mandatory but not leading in the system of professional training of future specialists in applied mechanics. It is considered to be only a tool for acquiring professional knowledge. Taking into account the fact that engineering education was characterized by technocentrism, the question of the importance and place of foreign language training in the system of professional training of future specialists in applied mechanics is considered to be relevant and controversial. However, it should be noted that intercultural communication is becoming more and more relevant. That's why the requirements for foreign language training of future specialists in applied mechanics are constantly growing.

One of the leading tasks of institutions of higher education in the field of engineering education is the orientation of the Ukrainian education into the market of global educational services, deepening of the international cooperation, integration into the international educational space, training of a specialist of a new generation.

The main requirements for the professional and personal competencies of graduates of engineering programs at the bachelor's level of higher education in accordance with the standards of higher education are:

*knowledge* – natural and scientific and mathematical knowledge that is the basis of engineering activity in the specified field; systematic professional knowledge in this field of engineering sciences; interdisciplinary knowledge in the broad context of engineering activity;

*engineering analysis* – application of knowledge to identify, formulate and solve engineering tasks using well-known methods and techniques; use of knowledge to analyze engineering products, processes and methods; ability to choose and apply appropriate analytical methods and mathematical modeling methods;

*engineering design* – an ability to apply engineering knowledge for the development and implementation of projects that meet the given requirements; knowledge of design methods and the ability to use them in practice;

*research* – an ability to search literature and use databases and other sources of information, plan and do experiments, interpret results and draw conclusions; the ability to work in the workshop and laboratory;

*engineering practice* – an ability to select and use the necessary equipment, tools and methods, to combine theory and practice to solve engineering problems; knowledge of experimental technologies and methods, as well as limitations of their application; awareness of the ethical, environmental and commercial consequences of engineering activities;

*personal competencies* – an ability to work effectively individually and as a team member, to use various methods of effective communication in the professional environment and society as a whole; awareness of issues of health protection, life safety and legislation in the field of responsibility for engineering solutions, including social and environmental context; commitment to professional ethics, responsibility and norms of engineering activity; awareness of project management and business management; awareness of the need and ability to lifelong learning (1, p. 24-25).

As noted by M.V. Kanivets, in the process of professional training a future engineer must acquire a system of knowledge necessary for entering society, for quick professional adaptation and realization (2, p. 50).

Following Yu. S. Sneda, we highlighted such components of professionally oriented foreign language training of future specialists in applied mechanics as:

– educational and content – studying authentic material using various audio-visual means;

– target – formation of motivation for the process of foreign language training;

– procedural and activity based – use of various forms of education;

– effective – control of the result of acquiring foreign language abilities and skills (3, p. 208-209).

Based on the above, we consider that the professional activity of specialists in applied mechanics is specific, but at the same time social, as it is closely related to the formation of professional relations, solving official issues, working with documents, conducting business conversations, negotiations – all these aspects should be performed at a high professional level, since it is the competence of a specialist in professional communication that determines his success in professional activity.

In this regard, foreign language training is the main means of acquiring professionally oriented knowledge, since the latest information in the field of science and technology is available mainly in a foreign language. In this context, the practical mastery of a foreign language by future specialists in applied mechanics becomes relevant not only as a language, but also as a means of intercultural communication and professional development in the process of professional training.

**References:**

1. Стандарти вищої освіти: Рекомендації до розроблення [Текст] / Уклад. В. П. Головенкін. Київ : НТУУ «КПІ», 2016. С. 24–25.

2. Канівець М. В. Сутність професійної підготовки майбутніх інженерів. Проблеми та перспективи формування національної гуманітарно-технічної еліти : зб. наук. пр. VI Кримські педагогічні читання : «Нові педагогічні технології в освіті та формування гуманітарно-технічної еліти» : матер. Міжнар. наук.-практ. конф., 21–24 травня 2013 р. Харків : НТУ «ХПІ», 2013. Вип. 34–35 (38–39). С. 50.

3. Снєда Ю. С. Змістові компоненти іншомовної підготовки. Науковий вісник Східноєвропейського національного університету імені Лесі Українки. Філологічні науки. Мовознавство. 2015. – № 3. С. 208-209.