

- integrated bilingual and multicultural linguistic development of a student's personality;
- development of multicultural competence (which is a component of communicative competence) to help the students navigate in the studied types of cultures and relate them with the rules and forms of communication.

Ideas of professional competence of the future expert in terms of modernization of contemporary education are reflected in the studies of many scientists. Despite the existence of diverse theoretical basis for the study of issues and problems related to the implementation of the competence approach, in our opinion, there are still quite a lot of questions in pedagogical practice.

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## **INNOVATIVE EDUCATIONAL TECHNOLOGY FOR TRAINING ENGINEERS**

Post-industrial stage of social development is characterized by the emergence and development of dynamic new industries, based on the latest achievements of scientific and technological progress, which leads to a significant complication of engineering. The modern high-tech industry increasingly requires professionals with a holistic view of the objects of their professional activity.

In these circumstances, the engineering education faces the task of training specialists with a high level of professional competence and mobility; with broad outlook, which is based in the knowledge of related fields; with high creative potential, implemented in technically creative thinking when solving complex engineering problems. In this regard the whole educational process in higher technical school requires review and reconsideration – content, forms, methods of training and education, which means it is actually faced the task of developing new educational technologies, focused on training engineers to work in high-tech industries.

The most emotionally appealing and professionally necessary for

innovative training are active simulation methods, which are divided into learning (analysis of specific situations, simulation exercises, individual exercises) and leaning trough play (business play, playing roles, designing trough play). They are the most significant in professional orientation of university educational process. Development and implementation of modern educational technologies requires new management approaches, involving the traditional system of training and education of innovative elements, since the process is not only limited to the increase in the amount of knowledge and the development of professional orientation of future professionals, but provides achieving a new quality of the educational process based on modern approaches of organizing process owners in the process of training.

The creation of developmental situation is of particular relevance to the educational process. Lectures, laboratory and practical classes where teachers and students interact are the main functional field of developmental situation in higher education. The traditional object-oriented approach to setting goals, contents and methods of teaching (objects and phenomena of the world are mainly offered for studying) shows a low efficiency. Of course, we cannot do without the knowledge of individual objects and phenomena of the world, but we cannot be limited to this. Real life situations are syncretic, their separation into separate components (objects of study) are quite artificial. In life people face not only with individual objects, but many problems – integral tasks, the solution of which represents the content of life-sustaining activity.

Modern educational technologies contribute to the effectiveness of the university in the following conditions:

- Their scientific character (including psychological validity of most educational technologies);
- The principle of direct interaction, delegation of authority of line managers (teacher) to functional ones (student), increased requirements for training materials, expanding the psychological field of dynamic processes in information assimilation;
- The use of active teaching methods, positive motivation to improve the professionalism of students in active learning processes, etc.