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MODERN PEDAGOGICAL TECHNOLOGIES IN COMMUNICATIVE COMPETENCE FORMATION OF FUTURE TEACHERS OF ENGINEERING DISCIPLINES

Nowadays a future teacher of engineering disciplines must be not only a highly skilled professional in the engineering area, but also a person who is willing and able to provide productive communication in the professional world, in Ukrainian as well as English. The analysis of syllabuses and educational programmes for future teachers of engineering disciplines demonstrates the lack of appreciation for humanities disciplines and single-subject focus of educational process and, as a result, we can observe insufficient level of students' communicative competency.

The analysis of theoretical researches and training practices represent multidimensional character of communicative competency, by singling out its characteristics, which are reflected in activity.

Despite the active interest of scientists to the problem of communicative competence development, there is lack of scientific knowledge and practices, unleashing the potential of educational opportunities for a higher educational establishment in communicative competence development, and more particularly of future teachers of engineering disciplines. The primary difference of engineering training possibilities from humanitarian areas is the significant disparity in the volume of communicative practices, the absence of demand for communicative competency in the training process, and, consequently, in its implementation. However, while recognizing the theoretical and practical significance of existing studies and reports, it must be noted that, under the current circumstances, there are some contradictions between:

- the demands to the level of communicative competency of future teachers of engineering disciplines, determining their readiness for vocational activity in the context of intercultural interactions and the inconsistency of practical training of graduates with these demands;

- the potential of educational programs of future teachers of engineering specialties for communicative competency development and insufficient elaboration of pedagogical conditions for this process.

Traditionally, the main goal of language teacher is to provide students with language knowledge and to develop speech skills and abilities in professional and common spheres, but nowadays the content of discipline is much deeper. The focus is shifting to language training of a specialist, which develops the ability to work in teams, the readiness to cooperate and collaborate, the ability to adapt. To enhance the success of above-mentioned content of education, which contributes to the development process of communicative competence of future teachers of engineering disciplines, it is necessary to apply certain active teaching technologies.

The project-based learning (web-projects) and case study method, including portfolio, discussion of problematic issues, cooperation learning are the most effective in the teaching process. The above-mentioned pedagogical technologies focus on involving students in interaction, which requires especially established learning environment and provide the realization of the second pedagogical condition for the communicative competence development of future teachers of engineering disciplines - the substantive content and continuous updating of the communicative educational environment, based on the systematic integration of the humanitarian and professional contexts of the

education programme as well as the third pedagogical condition - the revitalization of the students in the communicative educational environment.

Identifying the pedagogical conditions for the communicative competence development of future teachers of engineering disciplines, we can highlight the following: certain personal traits provide the communicative competence development and, conversely, the personal traits such as openness and tolerance, readiness to cooperate with all other members of the training process, are expressed and formed in the process of communicative competence development, which must be taken into account in the creation of pedagogical conditions as an opportunity of mutual using of these processes; the need to make use of the principle of thematic interdisciplinary integration as a means of pedagogical conditions implementation, providing the communicative competence development, whereby the teamwork skills, the readiness to cooperate, the ability to social adaptation are developed and formed significant to students' communicative competence has been identified; a method for the principle of thematic interdisciplinary integration realization in the application of project-based learning, web projects and a portfolio as effective ways of creating a meaningful, professional, creative/research and developmental product has been proposed.

The work on these products contributes to the communication skills of future teachers of engineering disciplines.

Literature:

Yusoff, M. Analysing communication competence in oral presentations: engineering students' experiences / M.Yusoff //Journal of human capital development. – 2010. – Vol. 3(1). – P. 99–117.