

МАТЕРІАЛИ II МІЖНАРОДНОЇ НАУКОВОЇ КОНФЕРЕНЦІЇ

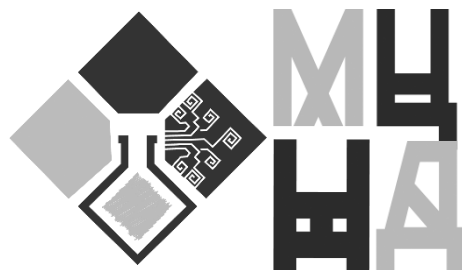
3 ЛИСТОПАДА 2023 РІК

М. СУМИ, УКРАЇНА

«НАУКОВІ ОРІЄНТИРИ: ТЕОРІЯ ТА ПРАКТИКА ДОСЛІДЖЕНЬ»



МАТЕРІАЛИ ІІ
МІЖНАРОДНОЇ
НАУКОВОЇ
КОНФЕРЕНЦІЇ



НАУКОВІ ОРІЄНТИРИ: ТЕОРІЯ ТА ПРАКТИКА ДОСЛІДЖЕНЬ

| 3 листопада 2023 рік
м. Суми, Україна

Вінниця, Україна
«UKRLOGOS Group»
2023

Організація, від імені якої випущено видання:

ГО «Міжнародний центр наукових досліджень»

Голова оргкомітету: Рабей Н.Р.

Верстка: Білоус Т.В.

Дизайн: Бондаренко І.В.



Конференцію зареєстровано Державною науковою установою у сфері управління Міністерства освіти і науки «Український інститут науково-технічної експертизи та інформації» в базі даних науково-технічних заходів України на поточний рік та бюлетені «План проведення наукових, науково-технічних заходів в Україні» (Посвідчення № 286 від 16.06.2023).

Матеріали конференції знаходяться у відкритому доступі на умовах ліцензії Creative Commons Attribution-ShareAlike 4.0 International License (CC BY-SA 4.0).

Н 34 **Наукові орієнтири: теорія та практика досліджень:** матеріали II Міжнародної наукової конференції, м. Суми, 3 листопада, 2023 р. / Міжнародний центр наукових досліджень. — Вінниця: ТОВ «УКРЛОГОС Груп, 2023. — 196 с.

ISBN 978-617-8126-86-5

DOI 10.36074/mcnd-03.11.2023

Викладено матеріали учасників II Міжнародної спеціалізованої наукової конференції «Наукові орієнтири: теорія та практика досліджень», яка відбулася 3 листопада 2023 року у місті Суми.

УДК 082:001

© Колектив учасників конференції, 2023

© ГО «Міжнародний центр наукових досліджень», 2023

ISBN 978-617-8126-86-5

© ТОВ «УКРЛОГОС Груп», 2023

СЕКЦІЯ XV. ПЕДАГОГІКА ТА ОСВІТА

READINESS OF ENGINEERING STUDENTS FOR SCIENTIFIC AND RESEARCH ACTIVITIES

Feshchuk Alla

teacher at the Department of English for Engineering #2
National Technical University of Ukraine
"Igor Sikorsky Kyiv Polytechnic Institute" Kyiv, Ukraine

Halatsyn Kateryna

Candidate of Pedagogical Sciences, Associate Professor
at the Department of English for Engineering #2, Associate Professor
National Technical University of Ukraine
"Igor Sikorsky Kyiv Polytechnic Institute" Kyiv, Ukraine

Yarmolenko Oksana

teacher at the Department of English for Engineering #2
National Technical University of Ukraine
"Igor Sikorsky Kyiv Polytechnic Institute" Kyiv, Ukraine

The process of integrating Ukraine into the European sphere underscores the importance of developing a suitable educational and scientific strategy within higher education. Within the current stage of Ukraine's economic development, the rate of modernizing the production base and enhancing its scientific and technical capabilities hinges upon the professional preparation of specialists in technical universities, particularly future engineers. Their readiness for scientific and research activities is paramount and must become a primary focus of higher engineering education. Moreover, the impact of the ongoing conflict has had a profound effect on education.

Hence, the integral fusion of educational and research undertakings for future engineers stands as a critical aspect of a technical university's educational framework. Studying at a technical university should constitute a purposeful process of preparing professionals for research-oriented engineering activities by instilling a comprehensive system of professional knowledge, skills, and competencies.

The nature of engineering endeavors, in light of the contemporary pace and dynamics of production and management, fundamentally reshapes the professional profile of engineers and, by extension, their training. In the present era, engineering activities involve the application of scientific knowledge to produce equipment and meet sociotechnical needs. Engineers in the 21st century must center their work around the latest technologies, engage in research on current issues, and devise technically proficient solutions [1].

Effective professional training necessitates the involvement of students in scientific research. Highly skilled engineers must not only possess fundamental and specialized knowledge but also the capability to creatively address practical challenges and adapt to emerging developments in science and engineering. This adaptation should be an ongoing process, particularly within the context of foreign language training.

Professionally oriented foreign language training is instrumental in fostering research activities for future engineers. It is worth noting that modern engineering often relies on foreign-language literature and resources. Hence, developing high-level foreign language communicative competence is crucial for contemporary specialists, particularly when it comes to comprehending new information related to research topics.

In the context of foreign language training, research activities play an equally vital role. The essence of such research activities lies in enabling students to select scientific and professional literature in a foreign language, navigate catalogs, and independently take notes on foreign language texts. These activities serve as valuable tools for improving professionally oriented foreign language training and offer a means to assess the professional readiness of future specialists while enhancing foreign language skills.

The primary objective of research activities for future engineers during foreign language training at a technical university is to heighten motivation for independent involvement in genuine research and development while simultaneously nurturing foreign language communicative competence within a professional context.

After reviewing various interpretations of the concept of "research activity" in educational literature, it is apparent that students' research activities during foreign language training represent organized individual or group efforts aimed at addressing specific professional tasks using a foreign language. These activities go beyond the development of foreign language competence; they also foster the acquisition of professional knowledge. Furthermore, they cultivate professional research competence characterized by various skills, including the ability to understand and analyze authentic texts, produce scientific articles, deliver presentations on scientific subjects, and apply acquired knowledge in scientific communication.

Consequently, the most effective organizational forms for students' research activities during foreign language training include writing essays, organizing round-table discussions, competitions, and participating in conferences conducted in a foreign language.

References:

1. The Bologna Process 2020 – The European Higher Education Area in the New Decade. Communiqué of the Conference of European Ministers Responsible for Higher Education, Leuven and Louvain-la-Neuve, 28–29 April 2009. URL: http://ehea.info/media.ehea.info/file/20090223-Ostend/54/2/BFUG_Board_CZ_19_4_draft_communique_200209_594542.pdf