

Kateryna Halatsyn

*National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute", Ukraine
galatsyn.kateryna@gmail.com*

Alla Feshchuk

*National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute", Ukraine
feshchuk.alla@lil.kpi.ua*

ENHANCING FUTURE ENGINEERS' READINESS FOR PROFESSIONAL SELF-DEVELOPMENT IN THE PROCESS OF LEARNING ENGLISH

Professional self-development of a higher technical education student is a key component of professional training, as it ensures alignment with modern labour-market demands, supports the formation of professional and personal qualities – such as responsibility, creativity, and stress-resilience – and enables the future specialist to remain competitive. Therefore, the search for new content, forms, methods, and approaches to developing readiness for professional self-development in future engineers becomes especially relevant.

Readiness for professional self-development among students of higher technical education is an integrative personal quality that reflects their ability and motivation to continually improve the knowledge, skills, and competences necessary for successful professional activity in the context of rapid changes in the technical field.

An analysis of the psychological and pedagogical literature shows that the issue under study is not new; it has already been explored to some extent by researchers. For example, K. Mahlamian and I. Vereshchaka, examining professional self-development through information technologies, emphasize that the driving factors of self-development include professional-labour, material, social-status, and spiritual needs. The scholars define the essence of self-development as an integrated set of "processes and means of an individual's advancement, the satisfaction of their cognitive and spiritual needs, and the unfolding and enhancement of natural traits and abilities" [4].

Analyzing the process of developing readiness for professional activity in future programming technicians, I. Varava interprets the concept of "professional self-improvement" as a process of "conscious, ongoing personal development aimed at high professional achievement through continuous progress toward excellence, implemented through self-motivation, planning, organization, and self-control" [1].

The scientific ideas of O. Hlavatska are of particular interest in the context of our research. She defines the phenomenon of self-education as a conscious, self-directed form of self-development "in which, in the interests of the individual, the person's qualities, characteristics, strengths, and abilities are purposefully shaped." The scholar also introduces the concept of "conscious professional self-development" [3, p. 34].

The aim of our study is to clarify the essence of the concept of professional self-development of a future engineer and to outline several aspects of developing readiness for professional self-development among students of engineering and technical specialties during their study of English.

This study is based on the assertion that readiness for professional self-development is one of the key competencies of students in higher technical education, ensuring their ability to adapt to the demands of modern technological progress. Developing this quality requires a comprehensive approach that combines the activation of students' intrinsic motivation, the development of cognitive and practical skills, instructor support, and the use of modern educational technologies.

An analysis of psychological and pedagogical sources shows that the professional self-development of a future engineer is a complex process of professional improvement grounded in personal orientation toward self-actualisation and self-determination in future professional activity. This occurs through self-learning, self-organization, self-education, and the development of professionally significant personal qualities. The professional self-development of a future specialist is closely linked to the development of personal abilities necessary for carrying out future professional tasks; it is a complex integrative process that unites professional self-understanding and self-education [3].

Thus, based on O. Hlavatska's structural view of the phenomenon of professional self-development, we can identify the following components of students' readiness for professional self-development: *motivational*: interest in the profession, awareness of career-growth prospects, an intrinsic need for self-education and improvement; *cognitive*: knowledge of current trends in the technical field, the ability to independently search for and analyse information; *practical*: skills in planning one's own learning, the ability to introduce innovative solutions into professional activity; *emotional-volitional*: resilience in the learning process, perseverance in achieving set goals.

Our research also shows that the factors influencing the development of readiness for professional self-development among students of higher technical education can be conditionally grouped as follows: *internal factors* – personal traits (purposefulness, curiosity), the level of basic education and general culture; *external factors* – the quality of the educational process, support from teachers and mentors, societal expectations and professional demands; *technical and informational resources* – access to modern equipment and software, the use of online courses, databases, and platforms for self-education

Among the priority directions for developing students' readiness for professional self-development, we identify the following: *enhancing motivation*: organizing career-orientation activities that highlight the importance

of the engineering profession; using project-based and research-based methods in teaching; *developing cognitive skills*: fostering critical thinking and analytical abilities through solving practical professional tasks; applying interactive teaching methods such as case studies or group projects; *building a reflective culture*: teaching methods of self-analysis and self-assessment; creating conditions for discussing learning experiences; *providing instructor support*: involving mentors and academic advisors in designing individual learning paths; offering career-development consultations; *creating a modern educational environment*: ensuring access to up-to-date learning materials; using digital tools to organize and support the learning process.

We also identify and emphasise the study of English as an important factor in developing future engineers' readiness for professional self-development. Our approach is based on the understanding that English, as an educational component, plays a leading role in shaping a future specialist's English-language communicative competence.

The aim of the course is to develop students' professionally oriented foreign-language communicative competences in listening, speaking, reading, writing, and translation at an advanced level (B2+), as well as to develop their professionally oriented linguo-sociocultural, learning-strategic, and pragmatic competences [2]. One of the tasks in achieving this aim is fostering students' readiness for professional self-development. After completing each topic of the educational component, students independently create, for example, a career-growth programme; an individual success-achievement plan; a self-education roadmap; a case study on "overcoming barriers to professional growth"; they justify their motives for learning and outline their expected outcomes from future professional activity, and so on.

Developing future specialists' readiness for professional self-development is an important link in the system of professional education; it represents both an outcome of professional training and an indicator of professional competence.

Studying English plays a significant role in fostering this readiness. The effectiveness of this process depends on the content of the educational component and on the use of interactive forms and methods of organizing the learning process.

References

1. Варава І. Формування готовності до професійної діяльності майбутніх техніків-програмістів як сучасна психолого-педагогічна проблема. *Вісник Національного авіаційного університету. Серія: Педагогіка. Психологія*. 2021. № 18. С. 18–30.
2. Галацин К. О. *Силабус навчальної дисципліни «Практичний курс іноземної мови для наукової комунікації. Частина I (англійська)»*. URL: <https://kamts2.kpi.ua/programy-sylabusy/nn-mm1/>
3. Главацька О. Л. *Основи самовиховання особистості : навч.-метод. посіб.* Тернопіль : Книга, 2008. 206 с.
4. Маглам'ян К. А. Професійний саморозвиток особистості за допомогою інформаційних технологій. *Соціум. Документ. Комунікація. Серія : Філологічні науки*. 2017. Вип. 3. С. 133–144. Режим доступу: http://nbuv.gov.ua/UJRN/sdc_2017_3_12

Анотація. Галацин К., Фещук А. **Формування готовності до професійного саморозвитку в майбутніх інженерів у процесі вивчення англійської мови.** У статті розглянуто професійний саморозвиток здобувачів технічної освіти як важливу умову їхньої конкурентоспроможності. Визначено компоненти готовності до саморозвитку (мотиваційний, когнітивний, практичний, емоційно-вольовий) та чинники, що впливають на її формування. Наголошено на ролі англійської мови як засобу розвитку комунікативних і навчальних компетентностей, що підтримують професійний саморозвиток майбутніх інженерів.

Ключові слова: професійний саморозвиток; готовність до саморозвитку; технічна освіта; майбутні інженери; англійська мова.

Abstracts. Halatsyn K., Feshchuk A. **Enhancing future engineers' readiness for professional self-development in the process of learning English.** The article examines the professional self-development of technical university students as a key factor in their competitiveness. It identifies the main components of readiness for self-development – motivational, cognitive, practical, and emotional-volitional – and outlines the factors shaping this readiness. The study highlights the role of English-language learning in developing communicative and learning competences that support the professional self-development of future engineers.

Keywords: professional self-development; readiness for self-development; technical education; future engineers; English language.