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ПЕДАГОГІКА І ПСИХОЛОГІЯ

ACADEMIC MOBILITY OF STUDENTS OF THE SPECIALTY "PROFESSIONAL EDUCATION. ENERGY" IN THE CONDITIONS OF MULTI-LEVEL EDUCATION

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The current stage of development of higher professional education in Ukraine is connected with the processes of entering the modern education system into the European educational space, while preserving its nationally specific and cultural priorities. The crisis conditions of the development of Ukraine today, including the sphere of higher education, could not help but affect the contradictions that actualize educational approaches to teaching and education of students in institutions of higher education. Historically, educational priorities are expressed through the prism of socio-political and socio-industrial relations. The situation of formation of educational priorities has now ceased to be an exception in this sense and consists, in this way, of such phenomena as the lack of an adequate number of jobs for young professionals, the regional lack of demand for a number of specialties, the underdevelopment of the production infrastructure in a number of industries. In this regard, domestic universities are oriented in their educational activities to solving the problem of bringing the quality of higher education into line with the needs and modern level of development of production and economy.

The objective trend of the development of modern society is determined by the "expansion of the professional training profile" of specialists [2]. In many ways, the solution of this task is facilitated by a socially based system of educational priority areas of higher professional education.

The most acceptable educational priorities at this stage are the following:

- multi-level education (bachelor's, master's, doctorate);
- additional special education in the system of higher professional education;
- education "throughout life" [1];
- interdisciplinary integration of higher professional education.

In the context of selected priority areas, universities are offered standards of new generation specialties, basic educational programs, in the course of which curricula of specialties, corresponding work programs and educational and methodological complexes are developed.

Currently, when domestic education is entering the phase of integration into the single European educational environment, the processes of rapprochement and harmonization of the education systems of European countries and Ukraine are becoming more and more relevant. The construction of the European space of higher education as a key direction for the development of the mobility of citizens, the development of Europe's intellectual and scientific and technical potential, ensuring the

competitiveness of European higher education institutions with other education systems determines the main strategies of higher professional education.

Academic mobility of university students is a very diverse phenomenon and can be interpreted from the standpoint of students' ability to use European and domestic resources in the field of future professional activity, noting at the same time the right of students to choose an educational institution. From the point of view of personality development, academic mobility is a system of personal qualities of a student that ensure and optimize his studies within the framework of international educational programs. It should be noted that the provisions of the Bologna Declaration are of a recommendatory nature, which enables Ukrainian higher education institutions to creatively approach the development of transformative strategies of the system of higher professional education.

In the context of the development of academic mobility of students, as well as following the most priority educational guidelines, one of the promising directions should be the education of students within the framework of additional qualifications. In particular, the formation and further development of the academic and, in the future, professional mobility of the future specialist in the energy profile, is a prerequisite for the development of professional communication skills [3].

The mastery of professional skills is a mandatory component of the content of higher professional education and a condition for a person's entry into culture. At the same time, the totality of "knowledge", "abilities", "skills" is traditionally perceived as an expected educational result.

However, this educational result is not the main one for professional self-determination. Foreign language competence, which expresses the result of higher professional education, as opposed to a set of knowledge, abilities, skills, ensures the readiness of the future expert in the field of energy to use the acquired knowledge in accordance with the growing demands of society and the professional environment.

Socio-economic changes, changing value priorities in the process of learning about a profession exacerbate the contradictions of personality development by means of professional culture. The traditional nature of education does not allow a university graduate to fully engage in activities related to foreign language communication and knowledge of objects of real foreign language reality. Turning to the phenomenon of foreign language competence in the direction of value perception of foreign language reality allows to reconstruct the educational process from the standpoint of achieving the result of higher professional education - foreign language competence. The foreign-language reality and personality of the student as a subject of the educational process represent systemic education, the interaction between which is carried out on the basis of value orientations [2].

Academic mobility of university students is a very diverse phenomenon and can be interpreted from the standpoint of students' ability to use European and domestic resources in the field of future professional activity, noting at the same time the right of students to choose an educational institution. From the point of view of personality development, academic mobility is a system of personal qualities of a student that

ensure and optimize his studies within the framework of international educational programs. It should be noted that the provisions of the Bologna Declaration are of a recommendatory nature, which enables Russian universities to creatively approach the development of transformative strategies for the system of higher professional education.

In the context of the development of academic mobility of students of the specialty "Professional education. Energy", as well as adhering to the most priority educational guidelines, one of the promising directions should be the education of students within the framework of additional qualifications. In particular, the formation and further development of academic and, in the future, professional mobility of the future specialist, is a prerequisite for the development of foreign language communication skills. The goal of professional education of future specialists at the current stage includes the development of communicative competence and readiness for intercultural communication using the language being studied as a tool of this communication [3].

The mastery of foreign languages is a mandatory component of the content of higher professional education and a condition for a person's entry into culture. At the same time, the totality of "knowledge", "skills", "skills" is traditionally perceived as an expected educational result.

However, this educational result is not the main one for professional self-determination. Foreign language competence, which expresses the result of higher professional education, as opposed to a set of knowledge, abilities, skills, ensures the readiness of a graduate of the university specializing in "Professional education. Energy" to really use the acquired knowledge in accordance with the growing demands of society and the professional environment.

The newly formed foreign language competence initiates the further development of the student's personality, as it acts as feedback. In this sense, foreign language competence has such characteristics as stability, completeness, completeness, flexibility, openness. Foreign language competence as a process is the strengthening of the project activity of the individual and the dynamics of the development of the individual based on the knowledge of objects of foreign language reality. The development of foreign language competence is a dynamic non-linear process of personality transformation from the standpoint of system-valued mastering of professionally significant foreign language knowledge for the purpose of organizing educational and professional activities. The logic of the analysis of foreign language competence turns us to the subjects of the pedagogical interaction "teacher-student", which is the axiological environment of the development of the studied system.

Foreign language competence reflects the essential characteristics of the goals and results of linguistic education at the university not only at the level of the subject, but to a greater extent of the educational and educational aspect. The integration of cognitive, activity, axiologically significant results of personality development is the basis of the formation and development of foreign language competence and ensures the achievement of practical, professionally significant results of mastering a foreign language. In the aspect of educational outcome, foreign language competence reflects a

person's projective ability to construct a foreign language professionally significant activity.

Professionally significant foreign language activity is the result of the development of foreign language competence, and is the objective embodiment of the communicative function of language. Learning a foreign language in terms of the development of foreign language competence is a socially conditioned value-oriented act, the actualization of which relies on a combination of internal and external aspects.

The development of communicative competence is also oriented towards the formation of academic mobility of students as a personal quality, which allows the future specialist to develop his professional skills through study and involvement in foreign experience.

Along with the development of professionally significant qualities, students have the opportunity to significantly expand their worldview horizons, which further determines the degree of competitiveness of the future specialist.

Let's dwell in more detail on one of the educational priorities implemented at the Berdyansk State Pedagogical University. It is about the specialty "Professional education. Energy".

Training of students in the specialty "Professional education. Energy" has been conducted at the Berdyansk State Pedagogical University since 2010. Training of specialists in the specialty "Professional education. Energy" is conducted at the Faculty of Physical, Mathematical, Computer and Technological Education of Philology.

The training of specialists at the Department of Vocational Education, Labor Training and Technologies is focused primarily on the needs of the Zaporizhzhia region, that is, on the training of engineer-pedagogues for: energy (energy engineer at boiler plants, CHP, electric substations), enterprises, in scientific research institutes, in project and construction and assembly industries. The energy engineer takes a direct part in the installation of electrical equipment at the enterprise, draws up drawings, engages in commissioning and adjustment work, carries out technical supervision and control over the correct operation of energy and electrical installations. An energy engineer is a guarantor of uninterrupted energy supply, energy security of the enterprise and the entire country. medical treatment and diagnostic organizations; research medical and biological centers; laboratories, institutes related to the operation of biomedical equipment and conducting medical and biological experiments; medical equipment service enterprises; for the training of computer science teachers-translators.

The Berdyansk State Pedagogical University implemented a student training program based on a system of differentiated educational routes. Preparations were made for the development of foreign language mobility within the framework of cooperation with the foreign company DEL.a.s. (Czech Republic), which provides practical training for students of the Faculty of Physics, Mathematics, Computer and Technology of the Berdyan State Pedagogical University, with the aim of providing the educational process with lectures and practical classes in English.

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