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THE ROLE OF LANGUAGE EDUCATION IN TRAINING SPECIALISTS IN A MULTICULTURAL ENVIRONMENT

Traditionally, the term “language education” refers to the process of acquiring systematized knowledge, skills and abilities that shape a student’s ability to carry out foreign language speech activities. In the context of the modern multicultural paradigm, language education is being transformed towards polylingualism and polyculturalism. The result of such polylingual and polycultural education should be the multilingualism of the future specialist (Skubashevska, 2011, 379).

Modern living conditions, requirements for a future specialist, new hiring rules require the search for new approaches to the training of a future specialist. An appropriate level of language education is becoming a necessary quality of a personality.

The scientific and technical revolution, which led to the information explosion, has specified the involvement of a large number of specialists in the direct implementation of international scientific and technical relations and the expansion of cultural and business contacts.

The normal functioning of the international information system cannot be imagined without specialists who are proficient in foreign languages, able to quickly receive information from foreign sources, present it in their native language and use it in their research.

High-quality language education is one of the most important conditions for human progress, as it is necessary to acquire knowledge and skills and use them in professional communication. That is why its role as a mandatory component of professional training cannot be underestimated (Chykhantsova, 2015, 133).

Today, training a competitive specialist who is proficient in system analysis and able to navigate the rapid flow of scientific and technical information is the primary task of professional education, because the competitiveness of a modern specialist is determined not only by his high qualifications in the professional field, but also by the readiness to solve professional issues in the context of foreign language communication (Dubrova, 2018, 166).

In this regard, the State Standard for Vocational Education requires taking into account professional competences when learning a foreign language, its aim on the performance of the objectives of the graduates' future professional activity. Having linguistic knowledge enables a graduate of a higher education institution to be aware of what appears in the information space in their professional field, equips him with the achievements of world science, and promotes their use in their practice. The development of international relations, the interpenetration of cultures, as well as scientific and technical cooperation dictate the need to address the problem of developing students' foreign language communication skills.

Nowadays, intercultural scientific exchange and professional interaction can only be carried out by language professionals. The formation of communicative competence takes place through the study of foreign languages in the course of familiarization with national peculiarities, history, social norms of behavior accepted in the countries of the language being studied, as well as the nature of intercultural conflicts and methods of their resolution.

The role of foreign languages as means of international communication will only grow, turning into the main means of communication. The leading areas of communication in the professional activity of graduates of non-linguistic higher education institutions are conversation using special technical terms, record keeping and business correspondence, drafting and translation of technical documentation describing the operation and maintenance of various devices, conversation using

business vocabulary and conversation on general topics, fax and telex composing, participation in seminars, conferences, and presentations.

The main goal of studying at a higher education institution is to prepare a student for future professional activity. As a result, the education received must necessarily be general, covering most areas of knowledge. It may take years for a graduate of a higher education institution to decide on a field of professional activity, as most graduates change their specialty more than once during their working life. Therefore, the more knowledge a student acquires in various fields, the easier it will be for him or her to adapt to existing social conditions. Accordingly, high-quality language education empowers graduates and increases their social significance.

Consequently, the content of professional training of a modern specialist capable of innovative activity should emphasize the systemic factor of quality language education (both foreign language and native language proficiency) as a means of information and analytical activity that provides project-search, project-analytical, and project-research activities to create an innovative product.

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