

FORMATION OF THE COMPETITIVENESS OF OIL ENGINEERS IN TERMS OF HIGHER EDUCATION

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Abstract

The article deals with the phenomenon of "competitiveness" in higher education. The competitiveness of any enterprise directly depends on the qualifications of specialists, their competitiveness, and therefore, on the quality of training in higher education: the formation of professional competence. Training plays a key role in this matter. The author claims that the formation of professional competence is possible subject to the pedagogical conditions that were identified on the basis of the analysis of scientific and pedagogical literature: 1) encouraging students to recognize the subjective position in future professional activity, in our case, foreign language; 2) activation of the elements of foreign language training for future engineers; 3) the practice-oriented nature of training and the presence in students of the possibility of manifesting independent, unconventional productive professional thinking.

Key words: pedagogical condition, higher education, competitiveness, engineer, foreign language.

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INTRODUCTION

Nowadays, the higher education system has a number of requirements for the training of highly qualified specialists who can realize their personal and professional potential in the modern competitive labor market. Particularly urgent society needs competitive oil engineers, who fulfill their professional duties at a high level. To train just such specialists, it is necessary to create pedagogical conditions for the formation of the competitiveness of future engineers in the process of training.

METHODOLOGY

It should be noted that the conditions conducive to the formation of competitiveness of future specialists in such a professional field as the oil and gas industry in the process of training have been little studied by scientists.

In the scientific literature, the phenomenon of competitiveness has been studied in various professional fields.

A sufficiently detailed approach to the study of pedagogical conditions for the formation of competitiveness of future specialists is described by many educators.

Kurzaeva, L.V., & Savva, L. consider the organizational and pedagogical conditions for the development of the competitiveness of the future IT specialist, substantiate the need to highlight them, the nature and ways of implementation in the educational process Kurzaeva, L.V., & Savva, L. (2008).

Mezinov, V. N. puts forward strategies that influenced the choice of pedagogical conditions for the formation of the competitiveness of future teachers. These provisions consist in the fact that, on the one hand, the choice of learning conditions is carried out using those educational tools that accelerate and improve the result, but do not require additional efforts from the teacher and do not slow down the achievement of a positive result; secondly, the choice of pedagogical conditions takes into account the features of professional pedagogical training and the features of competing future teachers for vocational training; and thirdly, the effectiveness of the educational phenomenon requires a complex set of educational conditions, modeling pedagogical situations (Mezinov, 2008; Fardeazar et al, 2018).

In the scientific study of Tsvyk, V.A. notes that student age plays an important role in shaping the competitiveness of a

future specialist, because at this age, according to the author, an active process of professional formation and development of the person takes place in the educational environment of the university (Tsvyk, 2003). For the effective formation of the competitiveness of future specialists at a university, the following pedagogical conditions are expected to be implemented, such as: actualization in the future engineers of the need to develop competitiveness; assimilation of theoretical knowledge on the problem of psychology of personality competitiveness and engineers' competitiveness; development of the basic structural components of the competitiveness of engineers; the formation of skills necessary for the activities of a competitive petroleum engineer.

A personal approach to determining the psychological and pedagogical conditions for the formation of competitiveness in a pedagogical university is highlighted in scientific studies by Tereshchenko, G.F., in which the author argues that a competitive educational environment creates healthy competition in the student environment and thereby activates the personal and professional qualities of students, contributing to the manifestation of their knowledge and skills and the formation of competition. At the same time, a new mechanism appears that is highly competitive, supports talents, and contributes to the manifestation of competing qualities among future specialists. (Tereshchenko, G.F.).

From a methodological position describes the conditions for the formation of competitiveness Khayrutdinova, T. A. (2012). The main principle, according to the scientist, the principle of cooperation involves the formation of various competencies, which are acquired directly in the process of interaction and communication of the pupil and the teacher. The collaboration of teacher and student also provides for the exchange of moral values (Khayrutdinova, 2012; Tak AZA, Ehi, 2018).

Lavrentiev, S. Yu., & Krylov, D. A. as structural components of this process, scientists distinguish such components of a university student's competitiveness as motivational-demanding, emotional-volitional, informational-content and operational-practical. Scientists point to the need to implement such psychological and pedagogical conditions: the introduction of new informative elements in the professional training of students; integration into the existing system of elements to increase competitiveness; use of group interaction reserves; enhancing student learning of such knowledge and

skills that will contribute to the formation of professional qualities (Lavrentiev & Krylov, 2015).

Korneychenko, N.V., when forming the competitiveness of a hotel service specialist in the process of studying at a college, identified the following pedagogical conditions: introduction of the project form of organizing extracurricular independent work of students into the educational process; the use of self-presentation strategies and techniques in the context of the formation of the studied construct (Korneychenko, 2008).

Thus, the study of scientific and methodological literature led us to certain conclusions, namely: the pedagogical conditions for the formation of the competitiveness of future specialists in various industries in the process of training were studied quite thoroughly. To date, many of the results of these studies can be applied in the practical activities of higher education, and as a further scientific study. However, we note that there are no such development of pedagogical conditions for the formation of the competitiveness of future oil engineers in the process of training in the oil and gas industry in the framework of foreign language education. Therefore, the aim of our study is to describe the pedagogical conditions for the formation of the competitiveness of future oil engineers in the conditions of foreign language education at a university.

RESULTS AND DISCUSSIONS

A.S. Belkin, E.V. Tkachenko presents pedagogical conditions as generalized requirements for the nature of the organization of the educational process, implying the creation of a virtual educational environment with such properties that would allow modeling the process of acquiring vitagenic experience by a person in the process of life (Belkin, 2005).

Before highlighting the pedagogical conditions for the formation of the competitiveness of future oil engineers in the process of training in the conditions of foreign language training, we took into account that the professional activity of an engineer has certain features that significantly distinguish it from others, and also took into account an important aspect related to personality the engineer himself, and, of course, relied on information identified in the process of work on the characteristics of student age, the construction of the educational process but also among higher educational institutions, as well as foreign-language skills in the language, in which the system relationship affect the final result of the training.

So, the pedagogical conditions for the formation of the competitiveness of future oil engineers in the process of vocational training: 1) encouraging students to recognize the subjective position in future professional activity, in our case, foreign language; 2) activation of the elements of foreign language training for future engineers; 3) the practice-oriented nature of training and the presence in students of the possibility of manifesting independent, unconventional productive professional thinking.

We will justify the choice of pedagogical conditions for the formation of the competitiveness of future engineers in the process of professional training at a university.

The formation of the professional subjective position of training in a technical university is directly related to the modern requirements for a competitive engineer. A future engineer, already at the stage of preparation for professional activity, should be a subject of education who is personally interested in its quality, consciously choosing a profession, striving to reach the heights in his activity, focused on professional self-realization, capable of self-improvement process. Only the position of the subject, which takes an active part in his education, is responsible for its process and the final result can ensure the reliability of professional growth and personality formation, which, in turn, will undoubtedly contribute to the formation of its competitiveness. So, in the learning process, efforts must be directed precisely at the formation of those qualities that would distinguish a future specialist among potential competitors.

In domestic pedagogy, an understanding of the subjective position is also associated with the fact that personalities are characterized by such qualities as: the desire for personal growth and self-improvement in the chosen field of activity; professional competence, analytical thinking, technical abilities, sociability and strong-willed character traits (Amitrova, et al, 2015).

The subjective position of a person, including internal and external components, includes the positioning of a person both in the internal sphere of values and meanings, as well as in the external, while subjectivity is a special psychological mechanism of human self-determination. A person through self-knowledge, communication with other people around the world.

In our opinion, it is important that the subjective position is not clear and constant and cannot be changed. It can develop under the influence of internal factors (the development of higher personal needs) and external factors. The development of the subjective position of the individual is one of the main tasks of modern vocational education.

The second pedagogical condition for the formation of the competitiveness of future oil engineers in the process of training is the activation of the foreign language training elements for future engineers.

In the course of their professional activities, engineers have to communicate with various people, as communication is a special independent type of professional activity. However, having an engineering and technical background, the future engineer is experiencing serious difficulties in the field of communicative interaction, especially foreign language communication, which puts a number of urgent problems in the formation of an engineer's foreign language skills (Novgorodtseva, 2008).

Professional and communicative skills involve communicative skills in a foreign language in the professional field, the ability to read and understand completely or mainly the content of simple authentic texts of different genres and types; the ability to verbally carry out dialogical communication within the framework of the everyday, professional sphere of communication; the ability to enter into communication, to support, complete, exit from it, minimize the conversation, the ability to work effectively with professionally-oriented foreign-language information, to build one's strategic line of behavior (Ibatova, 2017).

The third pedagogical condition for the formation of the competitiveness of future engineers in the process of training, we consider the practice-oriented nature of training and the presence of students the possibility of independent productive professional thinking.

The implementation of this pedagogical condition is possible when creating professionally-communicative situations, using the case study method.

The case method is used by many teachers: A.S., Zemskova, B, Andyukhov, A.S., Eremin and others. For the effective application of the case method in the pedagogical process, it is necessary to adhere to certain stages of its implementation, the following teaching methods can be used in this method: imitation - modeling of professional activity; games - analysis of specific situations; role-playing games (role-playing games, business games). The complexity of the tasks in role-playing games and the situation depends on the communication skills of students. It should be noted that role-playing games include: business games (role-playing, simulating, production), role-playing situations, game modeling. An example of a simulation game is role-playing. The role-playing method is a collective modeling of the process of solving a professional problem (Medvedev, 2004).

In the process of training future psychologists, it is necessary to pay attention to the modeling of professionally directed communicative situations.

The term "communicative situation" is understood as didactic interaction, which should be understood as a system of mutually determined individual actions of the subjects of the

educational process within the educational environment of the lesson, carried out using verbal and non-verbal means (Oleshkov, 2008).

The set of classes should contain exercises, role-playing games, situations, the main task of which is the formation of the necessary communication skills to increase the efficiency of business interaction, and also provides a practice-oriented nature of learning and students having the opportunity to manifest independent, unconventional productive professional thinking.

CONCLUSION

The identification of pedagogical conditions for the effective formation of the competitiveness of future engineers in the conditions of professional and foreign language education is associated with an analysis of the purpose and features of training, and clarification of the nature and structural composition of the concept of specialist competitiveness. In accordance with this, we identified the following pedagogical conditions:

1) the incentive of students to realize the subjective position in future professional activities, in our case, foreign language; 2) activation of the elements of foreign language training for future engineers; 3) the practice-oriented nature of training and the presence in students of the possibility of manifesting independent, unconventional productive professional thinking.

Each condition contributes to the formation of the corresponding component of the competitiveness we are analyzing, and in the aggregate, the selected pedagogical conditions ensure the formation of an integrative personality education - the formation of a competitive engineer.

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