

**FORMATION OF TECHNICAL STUDENTS'
PROFESSIONAL COMPETENCE**

Khomenko S. A., PhD in philology,
Head of English Language Department №1,
Beznis J. V., senior lecturer
Belarusian National Technical University
Minsk, Republic of Belarus

The representation of the image of a modern graduate of a technical university is based on the model of his professional activity. This model can be understood as a set of purely engineering functions (technical, design, operational, research, etc.) or as the professional activity of an engineer in a socio-cultural context. Based on this, the characteristics of a graduate of a technical university are determined. These include: a) the level of technical knowledge and skills, knowledge of modern problems related to sustainable development, which allows the effective functioning of a specialist in the field of specific professional activities; b) the moral and ethical values of a specialist, the desire for self-improvement, the implementation of learning throughout life. From these positions, it is advisable to consider a modern technical specialist not in conjunction with individual skills, but from the point of view of his integral formations, uniting such spheres as operational-activity, cognitive, motivational-value.

In the requirements for a graduate of a technical university, the main emphasis is placed on professional competence, which means possession of a set of modern knowledge of a special and general professional nature and practical training. We consider the professional competence of a technical specialist in conjunction with its three components: subject-professional, general cultural and personal. The content of *the subject-professional component* of the competence of a technical specialist should be determined in the context of the requirements for solving various kinds of professional tasks: technological, operational, design, research. A modern specialist with such competence must be able to acquire new knowledge, to search for non-standard approaches to solving professional problems, to assess the economic expediency of technical solutions. The communicative abilities of a specialist are of particular

importance, namely, to communicate effectively in oral and written forms, while adapting to the peculiarities of a specific communicative situation and the type of addressee, to work in a team and have leadership qualities.

Since at present the main goal of higher education is the training of an innovation-oriented specialist, teaching a foreign language is becoming one of the main components of the system of higher professional education. In technical universities, the specificity of the content of teaching a foreign language is to integrate the foreign language component into the structure of students' professional training. In this regard, attention should be focused on mastering foreign language communication by future specialists in the unity of all its competences (linguistic, speech, socio-cultural, compensatory, educational and cognitive) and forms (oral and written), which can be done through interconnected teaching of all types of speech activity within the framework of subject-specific content defined by the program, as well as on mastering the technologies of foreign language self-education.

The general cultural component of competence involves considering a technical specialist not only from the point of view of his professional activity, but also from the point of view of his moral and ethical values, i.e. as a subject capable of realizing and morally assessing the universal human consequences of the ongoing changes in the field of technology, with the ability to make socially significant decisions. *The personal component* of competence reflects the readiness of a specialist for self-realization in educational and work activities. The allocation of the above-mentioned components of competence allows us to form a system of pedagogical activity aimed at forming the professional competence of a graduate of a technical university.

Most scientists identify the following general pedagogical conditions for professional competence formation of specialists in the process of their training at a technical university:

- development and use in the learning process of educational situations and tasks in order to organize the activities of students to solve problems associated with all components of professional competence;
- ensuring the personal and professional development of students, which implies an attitude towards them as individuals.
- increasing the readiness of students for self-improvement.