

provides the opportunity to understand complex concepts of molecular processes; develop critical and clinical thinking skills; gain skills in analyzing and interpreting information, generating creative ideas. Therefore, embracing STEM elements in the molecular biology curriculum is essential for developing competent, innovative, and technologically adept medical professionals who can contribute to the advancement of healthcare.

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LEVELS OF FOREIGN LANGUAGE PROFICIENCY IN THE CONTEXT OF LANGUAGE-EDUCATIONAL PROCESS IN EUROPE

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The article [1] is devoted to the analysis of common European standards in professionally-oriented teaching/learning of foreign languages. At this stage of the development of Ukrainian society, there is a need for specialists who speak foreign languages in their professional activities. This necessitates the formation of foreign language competence of students studying non-language majors, in particular, future engineers. It is noted that the Ukrainian National Qualifications Framework requires specialists to have appropriate foreign language communicative competence. The article examines European educational standards in the field of foreign language education in the process of their development. It is noted that today in Europe there are various approaches to distinguishing levels of foreign language proficiency [2]. The model of threshold levels [3], the modular system of vocationally-oriented foreign language learning (VOLL) [4; 5], the Dublin scale of professional levels of foreign language mastery, the European Language Portfolio (ELP) [6; 7], the scale of levels

proposed by the compilers of the pan-European document "Common European Framework of Reference for languages: learning, teaching, assessment" (CEFR) [8; 9; 10] are considered. The principles underlying these models, their goals, principles of the technology of their application are formulated.

It is emphasized that when creating a scale of levels of foreign language proficiency, it is important not only to describe the levels themselves, but also to develop parameters for their selection. The correlation table of different systems for assessing levels of foreign language proficiency is given. It is emphasized that different scales have differences in names and descriptors, but their common feature is the description of students' competence levels in terms of skills and capabilities. It is noted that none of the scales can be a universal measure of foreign language competence. However, the most common scale for assessing the level of foreign language proficiency is the CEFR due to its suitability for all foreign languages, its focus on practical mastery of the language through an activity-based approach to learning, reflecting the interests of various professional and age groups of students. It is noted that the problem of standardization of foreign language education, taking into account the European scales of levels of foreign language competence, needs to be solved in Ukraine at the moment.

The results of the research are implemented in practice within the framework of bilingual teaching of professional disciplines (in particular, higher mathematics and physics) to students of the Electrical Engineering Faculty of the National University "Zaporizhzhia Polytechnic". CEFR tables of descriptors of speaking skills are used by the teacher as one of the means of assessing the actual level of foreign language proficiency. They align quite well with the national assessment system. On the basis of ELP, a language portfolio of a student has been introduced (higher mathematics course), which provides not only a semester-long set of student works, but also reflects the process of acquiring knowledge and skills, the student's progress, his reflection, gives the student the opportunity to determine his own level of foreign language proficiency, his strengths and weaknesses, to program further work – as it is supposed by the concept of ELP.

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РОЗВИТОК НАВИЧОК ПРОФЕСІЙНОЇ КОМПЕТЕНТНОСТІ В ПРОЦЕСІ НАВЧАННЯ МАЙБУТНІХ СТОМАТОЛОГІВ

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На поточний період розвитку медицини до майбутніх спеціалістів панують запити не тільки щодо високого рівня оволодіння теоретичними питаннями та використання сучасних технологій лікування, але і результативних навичок у комунікації, прагнення до неперервного підвищення кваліфікації [1]. В теперішніх умовах генезу світової педагогіки у системі підготовки майбутніх фахівців дієво використовується компетентностний підхід. Така інтегральна система підготовки дозволяє сформувати у молодих спеціалістів уміння працювати у команді з колегами, потенціал до перманентного саморозвитку, засвоєння новітніх методик діагностування та лікування стоматологічних захворювань [2].