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BILINGUAL SUBJECT COMPETENCE IN MATHEMATICS OF HIGHER EDUCATION STUDENTS

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Bilingual education in the domestic higher education system and the problem of forming foreign language competence of future specialists of various professional directions is the subject of research by scientists [1; 2; 4]. But practice shows that in modern technical universities, a foreign language as an academic discipline continues to remain isolated from the content of professional education. The paper [6] considers the problem of content analysis and definition of basic concepts of bilingual education, in particular, in the system of professional training of specialists in higher education institutions of Ukraine.

The article [3] examines the issue of bilingual subject competence in mathematics of students of engineering and technical specialties under the condition of bilingual teaching. The necessity of training specialists on a bilingual basis in the conditions of globalization is emphasized. It is noted that during bilingual teaching/learning, a foreign language acts as a means of studying various subject areas. In this article, such a field is mathematics, which is a basic, fundamental discipline for students of engineering and technical specialties, and it is the basis for studying highly specialized professional disciplines.

The concept of bilingual subject competence in mathematics of future engineers is considered. The structural composition of bilingual subject competence in mathematics is described. Its components are characterized: subject component, special language component in the area of the native language, special language component in the area of a foreign language, general professional (methodological) component, intercultural component. Essential characteristics of bilingual subject competence in mathematics are formulated. According to the competence approach [5], the concepts of «knowledge», «skills», «habits», «ability», «readiness» are used as the main parameters characterizing bilingual subject competence in mathematics.

On the basis of the study, the interpretation of the concept of «bilingual subject competence in mathematics (bilingual mathematical competence) of the future engineer» is given. Bilingual subject competence in mathematics (bilingual mathematical competence) of a future engineer can be interpreted as a didactic category that denotes a set of general professional, interdisciplinary and special mathematical knowledge, skills and abilities that ensure readiness to carry out successful professional activities in the specialty both in the native language and in a foreign language in conditions of intercultural communication. It is emphasized that the bilingual subject competence in mathematics of future engineers can be considered as a didactic category, since the goal of bilingual education should determine its content, methods, principles and teaching tools.

Bilingual subject competence is a complex phenomenon, the study of which requires a systematic approach. It is a holistic structure, with internal connections and features. The given structural scheme [3] and description of the essential characteristics of bilingual subject competence in mathematics are an attempt to explain this complex phenomenon by isolating its elements.

We see prospects for further research in the establishment and analysis of integrative connections between the components of bilingual subject competence in mathematics.

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ОСОБЛИВОСТІ ФОРМУВАННЯ КОМУНІКАТИВНИХ ПРИЙОМІВ ПРОТИДІЇ МАНІПУЛЯТИВНИМ ВПЛИВАМ У МАЙБУТНІХ КЕРІВНИКІВ

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Компетентність у сфері спілкування займає універсально важливе місце серед складових професійної компетентності сучасного управлінця.

Проблему маніпуляцій, як засобу психологічного впливу, досліджували зарубіжні вчені: Е. Шостром, Е. Фромм, А. Елліс, Д. Хейлі, Е.Берн та інші [1, с. 322-323]. Серед українських вчених заслуговують на увагу дослідження О. Кундицького, Р. Гаца, Я. Топоровського стосовно протидії маніпуляціям [2].