

З рис. 1 видно, що в обидвох класах рівень сформованості усіх навичок системного мислення є приблизно однаковий. В 4-х класах у всіх учнів рівень сформованості навичок визначений як середній та високий.

Проте, незважаючи на те, що за результатами діагностики не було виявлено школярів з низьким рівнем сформованості навичок системного мислення, необхідно впровадити підходи та методики до їх формування з метою кращого оволодіння ними.

В подальшому планується провести формувальну роботу в 4-х класах щодо набуття дітьми навичок аналізу, порівняння, просторового мислення та узагальнення.

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TRAINING OF ENGINEERS ON A BILINGUAL BASIS: SPECIFICS OF THE ENGLISH MATHEMATICAL LANGUAGE

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As a result of globalization processes in the field of higher education, the use of English as a medium of instruction (EMI) is spreading in non-English-speaking countries. Bilingual education is being actively implemented in Ukraine, when professional disciplines are taught in a foreign (English) language.

The article [5] states that in bilingual educational process a foreign language is not only a goal, but also a means of understanding the world of special knowledge. In this regard, issues related to the peculiarities of using a foreign language in specific subject areas, in particular, when studying professional disciplines in technical

universities, are relevant [3; 4]. It is emphasized that at the moment only certain aspects of the problem of bilingual higher education have been determined. A holistic concept of bilingual professional education in Ukraine has not yet been built. In particular, the methodological and technological foundations of bilingual education of professional engineering and technical disciplines are almost not developed [7].

The purpose of the work [6] is to consider the peculiarities of the English mathematical language in the process of bilingual training of future engineers; analysis of the use of mathematical symbols to master the relevant linguistic stereotypes. Some linguistic features of the mathematical English text are noted. The work compares mathematical and general literary language, analyzes their common features and differences. From this point of view, the semantic and syntactic aspects of the language of mathematics, its vocabulary, terminology and the role of symbols in mathematical statements are considered.

Special attention is paid to the presence of variables in standard expressions. Different types of variables are highlighted, namely term, characteristic, reference. The following idea is proposed: to highlight a form in a mathematical language and fill this form with some variables, i.e. with content. The practical implementation of this idea is the creation of mathematical stamps (clichés) that are used in bilingual mathematics education. Examples of such stamps are given. Variants of how these stamps can be filled are shown.

It should be noted that the proposed approach is not entirely traditional, but quite effective in use by people who know mathematics. Practice confirms the effectiveness of this approach in the case when higher mathematics is taught in English for students of engineering and technical specialties. Experience shows that students master the basics of the English mathematical language quite quickly using this method. This applies to both written and oral speech (writing an annotation to the text, preparing abstracts for a report at a conference, writing control and calculation papers, answering at the blackboard, speaking at a seminar, explaining the process of solving a problem, etc.).

We see prospects for further research in the study of language tools that make it easier for students - future engineers to perceive and understand a professional English-language lecture [1; 2]. These can be, for example, discourse markers [8].

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DEVELOPMENT OF SELF-SUFFICIENCY OF STUDENTS IN THE MINDS OF DIGITALIZATION SUPPORT

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The digital revolution has launched an era of unparalleled access to information and technology, significantly influencing all aspects of modern life, including education. As higher education institutions globally adopt digital technologies in their curricula, the emphasis is now on developing self-reliant students who can excel in this evolving environment. Student self-sufficiency extends beyond academic success; it includes the capability to set and attain goals independently, engage in critical thinking, take responsibility for their own learning and growth, work well with others, and adapt to changes.

This article aims to elucidate the mechanisms by which digital technologies can be utilized to cultivate self-sufficiency. It seeks to offer insights into effective pedagogical practices that enhance the development of critical thinking, time management, and digital literacy. By comprehending and leveraging these mechanisms, educators can more effectively equip students to navigate the complexities of the contemporary world and achieve success in their personal and professional pursuits [4].

This discussion is organized to initially define self-sufficiency within the educational framework, followed by an examination of how digital tools and resources facilitate this development. Subsequently, we address the potential challenges posed by digitalization and propose practical strategies to achieve a