

цілком аргументованого управлінського рішення з постановкою конкретних завдань керівним органам ВВНЗ, факультетам, кафедрам, іншими структурним підрозділам стосовно поліпшення якості підготовки військових фахівців, потрібно значно розширити та поглибити подібну статистику. Важливу роль при цьому мають відігравати результати аналізу професійного відбору вступників, поточного контролю знань тих, хто навчається, об'єктивних даних щодо стану навчально-матеріальної бази, фінансування заходів з підготовки курсантів, роботи ДЕК, проведення інспекційних заходів, опитування викладацького складу ВВНЗ, відгуків з військ тощо.

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## THE PROBLEM OF PROVIDING GUARANTEES ON THE QUALITY OF MILITARY SPECIALISTS' TRAINING: RESULTS OF EXPERIMENTAL STUDIES

*The article examines the quality of training of cadets – the graduates of higher military educational institutions and military educational units of higher education institutions (hereinafter – HMEI). The quality of training is assessed by future officers as the main components of their own competencies. The main factors contributing to the improvement of the quality of military specialists' training are analyzed.*

*In order to assess the quality of training of military specialists during the implementation of research work among graduates of HMEI, a sociological study has been conducted. The main attention is paid to the problem of identifying the current state of the quality of training of military specialists and the identification of factors that will increase the effectiveness of the educational process in the HMEI.*

*The sample was taken in seven leading HMEI: National Army Academy, Kharkiv National Air Force University, Military Academy (Odesa), Institute of Armored Forces of National Technical University "Kharkiv Polytechnic Institute", Zhytomyr Military Institute, the Military Institute of Telecommunications and Informatization, Military Institute of Taras Shevchenko National University of Kyiv.*

*The quality of training of military specialists was considered from the point of view of graduates' self-examination, namely: awareness of their own professionalism; possibilities of realization of individual abilities and inclinations; mastering the methodology of self-education, self-improvement; psychological readiness for professional activity; competence; ability to perform employment duties in the troops successfully.*

*When planning a sociological study, all questions were brought together into five main blocks: socio-demographic characteristics of respondents; level of readiness of graduates to perform employment duties in troops, forces (the formation of appropriate competencies); changes (directions of improvement) in the content and methods of studying in HMEI offered by graduates to improve the quality of their own training; organizational measures that, in future officers' opinion, should be used to improve the quality of training of military specialists; factors that are more of a concern for graduates after completing their studies.*

**Key words:** quality of training, professional competence, graduate of higher military educational institution, sociological survey.

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## THE ENGLISH LANGUAGE LEARNING AS A PROCESS OF SOCIALISATION

*The article is devoted to the problem of socialization of an individual in the process of studying a foreign language, which is a part of multicultural education and is considered as an important tool for a person's adaptation in a multicultural society. The leading idea of the article is the assertion that foreign language as a discipline has a huge socializing potential, as in the process of studying a foreign language, not only in terms of the active development of inherent capabilities, abilities, initiative, independence, take place, but also, in terms of assimilating and activating the generally accepted in a society socio-cultural rules and moral norms, which play a crucial role in the process of socialization. Since the main goal of the educational process in foreign languages is the formation of high communicative skills, its contribution to the process of socialization of a person is indisputable. In this sense, the following characteristics of the learning process in a foreign language are important: the focus on communication, respect for the identity and culture of other people, the focus on social activities, the acquisition of social experience in solving life and social problems, and the creation of its own system of life priorities. The communicative method of teaching foreign languages is based on the fact that the learning process is a model of*

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*communication. The learning process in foreign languages is based on the linguistic partnership, creative collaboration, constant motivation of communication, based on a combination of such interconnected factors as activity, creativity, autonomy, individualization, which contribute to the intensification of cognitive and educational processes. That is, organization of training in the form of communication is the main methodological task of a modern teacher of foreign languages. It is this specificity of the discipline "foreign language" that is capable of effective implementing educational socialization, helping to complete the formation of the students' ability to communicate, co-exist and cooperate in the professional activities of people of different ethnic groups, the formation of a rich experience of social and cultural communication, which is a solid base for the involvement of learners to the global values of civilization.*

**Key words:** socialization; foreign language; multicultural education; polycultural person; professional socialization.

**The determination of the problem.** The socialization of a personality in the modern world is not an actual problem, as one or another level of socialization allows an individual to participate more or less effectively in the life of society, to perform social functions and roles.

**Analysis of recent research and publications.** In modern science, the study of the process of socialization of an individual develops in different directions, is researched in the philosophical, socio-psychological, socio-pedagogical aspects. This problem is the subject of research in the works of such scholars as Beh I., Bozhovich L., Vygotsky L., Elkonin D., Kononko O., Leontiev O., Pirozhenko T. Recently, this problem was considered by such researchers as Kapskaya A., Karaman O., Myshchik L., Mudrik A., Savchenko S., Kharchenko S.

**Purpose of the article:** to analyze the foreign language learning process from the point of view of its influence on the development of social adaptation, general communicative skills of an individual, determine its role and potential opportunities for socialization of a personality.

**Presentation of the main research material.**

Presently, the concept of socialization is understood as the process of a person's entry into the social environment and adaptation to its cultural, psychological and sociological conditions. This process is closely linked with labor, socio-political and cognitive activity of a man, acquisition and accumulation of experience in social relations, mastering new social roles in various areas of human life, formation of his/her readiness for social activity. As a result of an active socialization, an individual is getting involved in the active life of society, his/her social, civil and spiritual qualities are actively developed and formed.

The process of formation of an individual's personality and a man as a subject of social activity is a complex one. It is connected with its inherent characteristics, which describe the above-mentioned process as:

- permanent;
- controversial;
- integral;
- multilevel;
- practical.

Fundamental role in the structure of socialization belongs to learning and education, which is the principal and determinative foundation of socialization, the main instrument for transmission the cultural heritage to a new generation. During the educational process, simultaneously with the acquisition of knowledge, a person receives and social experience, develops his/her goals and abilities, forms interests and inclinations. In the educational process, the outlook of a young person is formed, and abilities, skills of social activity are developed. Education is a way of transferring information about the material and spiritual cultural values accumulated by the society, knowledge, which stimulates the development of cognitive abilities of an individual, foundations of curiosity, the desire for knowledge, cognitive needs, predetermine the formation of an

individual's orientation on active social activity, initiative and creativity, and thus is the leading form of socialization of personality.

Particular significance in the process of socialization of man belongs to the activation of contacts with other people, which take place in social activities, the most important role here has a language, which is the greatest cultural heritage. Any person in the world belongs to a certain language community, therefore the issue of forming readiness for intercultural communication becomes very relevant. A knowledge of a foreign language offers additional opportunities for self-realization of a person in modern conditions. Each period of the historical development of society offers its special requirements to the individual. The process of socialization in the modern world takes place in conditions of interaction between world and national cultures, the possibilities of free exchange of students and scholars, the reality of study and employment abroad. In this regard, in modern conditions, the central place takes the need for obtaining multicultural education, gaining knowledge about different cultures while teaching different disciplines, and especially a foreign language.

Consequently, the study of foreign languages is a necessary condition for full socialization of the individual in a multicultural, multinational environment.

As the study proves, foreign language as a discipline has a huge socializing potential. It is established that in the process of learning foreign languages there is an active development of individual's natural instincts, culture of feelings, abilities, initiative, independence. At the same time, the process of assimilating the commonly accepted socio-cultural rules and moral norms, which plays a crucial role in the process of socialization take place. The main goal of the educational process in foreign languages is the formation of the very communicative skills, which is a priority task in the sense of socialization of an individual. According to the project "Politics in relation to languages in multilingual and multicultural Europe", the main tasks faced by teachers of foreign languages are:

- facilitating communication between citizens of Europe;
- promoting their mobility;
- education of respect for the identity and culture of other peoples;
- easier access to information.

Communicative, linguistic orientation is the main feature of the discipline "foreign language", is its main methodological content. According to the Council of Europe Recommendations, the aim is not just the study of any language, but the focus on social activities, the acquisition of social experience in the solution of life and social problems and creating a system of vital priorities. The communicative method of teaching foreign languages is based on the fact that the learning process is a model of communication. The learning process in foreign languages is based on a linguistic partnership, creative collaboration, a constant motivation for communication, based on a combination of such

interrelated factors as activity, creativity, autonomy, individualization, which contribute to the intensification of cognitive and educational processes.

In other words, the organization of learning in the form of communication is the main methodological task of a modern teacher of foreign languages. This particularity of the discipline "foreign language" is capable of effectively implementing educational socialization, helping to complete the formation of students' ability to communicate, coexist with people of different ethnic groups, forming a rich experience of social and cultural communication, which is a solid base for attracting learners to global values of civilization.

Foreign language, as a means of intercultural education, develops a person in many directions, makes a significant contribution to the formation of a man as an individual, because it attracts students to samples of world and native culture, includes them in the dialogue of cultures, develops means of language. It is in classes of foreign language that the teacher has the opportunity to form the worldview of a student, to form their practical attitude and behavior in various life situations, through discussions and considerations of problems, form critical thinking skills, compare their views with the norms of social morality. This is due to the fact that the content of teaching discipline "Foreign Language" includes a variety of topics that cover all aspects of human life: the cultural sphere of life, which includes both material and spiritual aspects of culture; different areas of scientific knowledge; various fields of art; subjects of economic culture and culture of work, topics of political and legal culture, consideration of issues of family relations, themes of physical culture, medicine, etc. The discussion of issues related to universal values during the study of the discipline "Foreign Language" contributes to the formation of a humanistic outlook, the formation of its own point of view and its own attitude towards problems related to interpersonal relations, with social, social, political, economic, environmental problems, etc. Along with this the assimilation of the above mentioned values, outlook, develops the ability to exercise social choice, educates the legal consciousness and self-esteem, respect for other people, the ability to understand and respect other points of view, to reach agreement and to cooperate in conditions of differences of opinion and beliefs.

The dialogue of two cultures, which takes place in the process of studying a foreign language, in the process of mastering knowledge of the spiritual values accumulated in the development of another country, is of great importance, since, based on the existing experience of a student, his/her own mentality, perception of reality, allows, through comparison with a different culture, to understand better the phenomena of their own national culture, to take a new look at the usual realities of life and rethink them again, which as a result leads to the formation of a civic position and self-awareness of the individual. Studying the values of the world culture provides a sense of belonging to the world history, monuments of art and literature, philosophy and science.

Entry into another lingo-cultural environment, assimilation and reproduction of its social experience and, consequently, socialization in a foreign-language environment becomes an objective necessity in the pursuit of professional activities of a future specialist. The process of *professional socialization* - is the process of assimilating by a future specialist the system of a language, social norms and cultural values, allowing him

to function as a full member of the professional community. Execution of professional functions of a future specialist is connected with the ability to carry out the communication processes both in the native language environment, and in the foreign language environment, the ability and readiness for business communication in the professional field. The potential of the discipline "Foreign Language" allows creating conditions for the social development of future specialists and the formation of the ability and readiness for socialization in a foreign environment, which is determined by the situation, communicative needs, national-cultural specifics of the behavior of participants of communication in the context of future professional activities. When studying a foreign language of specialty, the process of socialization involves both the assimilation of social experience, social norms, roles and functions, as well as the active reproduction of the learned system of social relations, the acquired social experience.

The communicative behavior of a specialists includes the ability to clearly and accurately highlight thoughts, persuade, encourage, formulate arguments, analyze, express support, transmit rational information and inform, establish interpersonal relationships, coordinate actions with actions of colleagues, choose the style of communication in different countries, different business situations, organize and maintain a dialogue. The general professional competence of a specialist also involves such communicative component as the participation in business meetings, business correspondence, telephone communication according to the language norms and culture. That is, the communicative awareness of a specialist is expressed in the ability to use the language and the knowledge in the situations of real business communication: good professionals knowledge, skills of understanding the relationships of people, adequately perceiving the situation of communication, using the experience of others; skills in understanding partners of communication, their motives and goals; purposefulness, ability to cooperation and self-organization; the ability to defend point of view; the ability to predict interpersonal events, to know the basic methods of communication; the ability to escape conflicts in communication. Thus, communicative behavior becomes one of the primary features of modern specialist, as different types of professional activities - organizational, production and technological activities, management, design, etc. - are carried out in direct contact with people in the system "man - man."

To succeed in socializing, it is important to take into account a number of principles. The basic methodological principles in teaching a foreign language of specialty are the principle of professional communicative orientation and the principle of professional intercultural orientation.

The essence of the principle of professional communication orientation is that the training should be based on the involvement of students in oral (speaking, listening) and writing (reading, writing) professional communication throughout the course of studying the discipline "Foreign Language", which is an integral part of the general professional training of a modern competitive specialist. This principle is ensured by the integration of the discipline "Foreign Language" into the general course of professional training of a future specialist: involving students in active creative activity in mastering foreign language speech with an orientation towards solving professional communication tasks through: - activities

such as problem situations, role games, round table, etc.

:- selection of linguistic material, reflecting the language essence of professional statements.

The principle of professional intercultural orientation implies such a construction of the educational process, that the center of it to be the student as a potential partner of real intercultural communication in the professional field. This principle ensures the development of the socialization of future specialists, that is, the ability to apply knowledge about the national-cultural peculiarities of the foreign language, as well as to represent their country and culture in conditions of foreign language intercultural communication. The principle of professional intercultural orientation involves studying the appropriate foreign language professional culture, orientation and relevance to native culture.

The training of future specialists in communicative behavior as a means of socialization should take into account the entire language and language material (cliché, dialogues, grammatical structures characteristic of the language of the specialty, sociocultural markers); style and sphere of communication; authentic texts of professionally oriented, linguistic and socio-cultural content, norms of communicative behavior and speech etiquette.

**Conclusions from this study.** Thus, all the above-mentioned components of a successful learning process within the discipline "Foreign Language" are important for the effective implementation of the process of socialization. Since the language is closely related to all spheres of society's life - in the socio-economic, political, historical, cultural terms - a foreign language, as well as a native one, carries out two important functions - communication and knowledge, and communication is not only interpersonal, but and international, intergovernmental, international. Realizing the content of foreign-language social competence through the situations of communication, we form the ability to engage in communicative relationships with other people - communication partners, ability for self-esteem, ability to orientate in communication, to organize and support it.

So, foreign language is not only a discipline, but also becomes a means of expanding cooperation, achieving mutual understanding and a means of enriching the culture of an individual, an instrument of knowledge, adaptation, acquisition of a new social experience - the socialization of personality.

#### Prospects for further research directions.

Promising directions for further study of the problem of an individual socialization by means of a foreign language are the issues of organizing practical classes and increasing the effectiveness of students' acquisition of practical communication skills, the creation of various communication situations that are as close as possible to the real.

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#### СОЦІАЛІЗУЮЧІ АСПЕКТИ ДИСЦИПЛІНИ «ІНОЗЕМНА МОВА»

Статтю присвячено проблемі соціалізації особистості в процесі вивчення іноземної мови, яка є частиною полікультурної освіти і розглядається як важливий інструмент адаптації особистості в умовах полікультурного суспільства. Провідною ідеєю статті є ствердження про те, що іноземна мова як навчальна дисципліна має величезний соціалізуючий потенціал, оскільки у процесі навчання іноземних мов відбувається не тільки активний розвиток природних задатків, здібностей, формування допитливості, ініціативи, самостійності, але, одночасно, активізується процес засвоєння загальноприйнятіх у суспільстві соціокультурних правил і моральних норм, що відіграє найважливішу роль у процесі соціалізації. Оскільки головною метою навчального процесу з іноземних мов є формування саме комунікативних навичок, то вклад її у процес соціалізації людини є безперечним. У цьому сенсі важливу роль відіграють такі характеристики навчального процесу з іноземної мови, як спрямованість на спілкування, на погляд до самобутності і культури інших народів, спрямованість на соціальну діяльність, набуття соціального досвіду в розв'язанні життєвих і суспільних проблем та створення власної системи життєвих пріоритетів. Комунікативний метод навчання іноземних мов базується на тому, що процес навчання є моделлю комунікації. Навчальний процес з іноземних мов буде здійснюватися на основі мовного партнерства, творчої співпраці, постійної мотивації спілкування, на основі поєднання таких взаємозв'язаних факторів, як активність, творчість, самостійність, індивідуалізація, які сприяють інтенсифікації когнітивних, пізнавальних і виховних процесів. Тобто, організація навчання у формі спілкування є головним методичним завданням сучасного викладача іноземних мов. Саме ця специфіка дисципліни «іноземна мова» здатна ефективно здійснювати виховний соціалізуючий вплив, сприяти завершенню формування у студентів уміння спілкуватися, співіснувати і співпрацювати у професійній діяльності з людьми різних етнічних груп, формування багатого досвіду соціально-культурного спілкування, який є міцною базою заполучення тих, хто навчається, до глобальних цінностей цивілізації.

Ключові слова: соціалізація; іноземна мова; полікультурна освіта; полікультурна особистість; професійна соціалізація.