

ситуативный характер. Они проявляют искренность, сдержанность в своих эмоциональных проявлениях, учитывают в своем поведении мнение и действия окружающих людей. Низким уровнем самоконтроля в общении обладают 25% юношей и 15% девушек. У них слабо выражен контроль за своей речью, за установлением контакта, они постоянно следят за собой, управляют выражением своих эмоций, проявляют непосредственность и открытость в общении. Статистический анализ показал, что уровень самоконтроля выше у девушек, чем у юношей (при $p \leq 0,05$).

Полученные результаты свидетельствуют о необходимости организации целенаправленной работы со студентами по развитию у них способности к коммуникативному контролю. Эта работа может заключаться в усилении практической направленности профессиональной подготовки будущих инженеров (обучение приемам эмоциональной саморегуляции, технике эффективного слушания, конструктивным стратегиям разрешения конфликтов, развитие способности адекватного понимания себя и других субъектов взаимодействия, позитивного восприятия партнеров по общению, распознавания манипулятивного воздействия).

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MODERN BASIC APPROACHES FOR SUCCESSFUL ENGLISH LEARNING

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Today adult students tend to be autonomous and self-directed, goal-oriented, practical, and want the material they learn to be relevant. They bring a great deal of life experience and knowledge to the classroom, which can be drawn upon by the teacher during instruction, and require respect.

Adults often have widely varying motivations for studying a foreign language. Some are studying English for personal or professional advancement; some have financial motivations; some to enhance social relationships or to satisfy external expectations (by a family member or partner); some, such as new immigrants, to enhance their social welfare; and others study a foreign language out of intellectual curiosity, as a method of escape or stimulation, or for socializing. In an adult learning classroom, a teacher may encounter some or all of these motivations among their students and may find it necessary to adapt content to student aims or to balance competing interests.

There are some challenges pertaining to teaching adult learners. They may have set patterns of learning and beliefs about educational processes. Change may be welcome to certain students, but others may find that change is uncomfortable and distressing. You may also be challenging some of your students' beliefs about the education process and learning, which may make them apprehensive. The teacher of adult learners may also have to deal with student anxiety. In addition, the pace of

learning can vary widely among adult learners, making class pacing a challenge for teachers. Sometimes, adult learners will have very specific expectations about what they would like to accomplish in the course and may be somewhat inflexible about them. Cognitively, aging plays some part in intellectual development. Adults tend to change and develop more by experience and the exercise of abilities than by age. They are in the middle of a process rather than attaining developmental milestones. Some physical and psychological changes may occur, however, in later adulthood, which may affect the learner's functioning in the classroom.

Language learning is a complex process that is affected by several areas such as cognitive, affective, static, dynamic, and social factors. Each of these factors affects how learning occurs. Social factors include community attitudes to second language learning, attitudes of the family to language learning, gender roles, and group dynamics in the classroom. Negative attitudes can seriously hamper teacher efforts and student learning. Positive attitudes can greatly enhance the learning process. Cognitive factors are a person's mental ability to comprehend and learn. They include things such as general intelligence, language aptitude, transfer from the first language or other languages, memory, auditory perception, and grammatical sensitivity. Students may struggle with one or many of these areas and the teacher needs to understand these processes to be able to maximize student comprehension and learning. Affective factors are the behavioral dimensions of language learning. Aspects such as attitude, personality, motivation, relationships with teachers and peers, short and long term goals, and the student's level of anxiety or confidence all affect the way a student participates in class and learns a new language. Some of these elements are closely related to or overlap with social factors. Static factors are elements that do not change in the learning environment. These are components such as age, language aptitude, general intelligence, environmental factors, and expectations. In these cases, the teacher must adapt to optimize the learning process. Dynamic factors are the elements, which may change, or shift during the learning process. These are factors such as learning style, attitude toward teachers, peers, and methodology, and personal tastes. All of these can enhance or be detrimental to a positive learning experience and the teacher may be able to influence them.

КУЛЬТУРА ПРОФЕССИОНАЛЬНОГО ОБЩЕНИЯ КАК ОСНОВА ПРОФЕССИОНАЛЬНОЙ ПОДГОТОВКИ СПЕЦИАЛИСТОВ-АГРАРИЕВ

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Культура профессиональной речи включает: владение терминологией данной специальности; умение строить выступление на профессиональную тему; умение организовать профессиональный диалог и управлять им; умение общаться с неспециалистами по вопросам профессиональной деятельности.

Культура общения составляет важную часть профессиональной культуры, а для таких профессий как, например, преподаватель, журналист, менеджер, юрист - ведущую часть, поскольку для этих профессий речь является основным орудием труда. Профессиональная культура включает владение специальными умениями и навыками профессиональной деятельности,