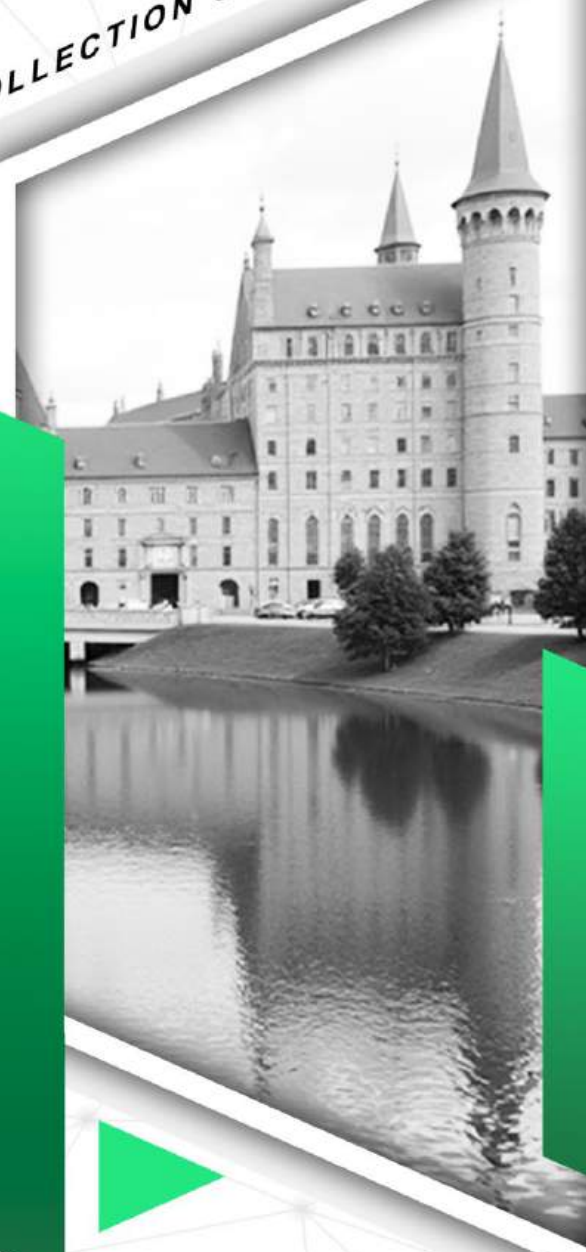




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**MODERN
PERSPECTIVES
ON SCIENCE AND
ECONOMIC PROGRESS**

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**«Modern Perspectives on Science and
Economic Progress»**

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Робота з TED Talks сприяє підвищенню мотивації до вивчення англійської мови, розвитку мовленнєвої впевненості та готовності до професійної комунікації.

Виходячи з наведеного, варто системно використовувати TED Talks у курсі англійської мови професійного спрямування для студентів юридичних спеціальностей як ефективний засіб підготовки конкурентоспроможного сучасного фахівця.

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THE ROLE OF THE DIGITAL EDUCATIONAL ENVIRONMENT IN THE DEVELOPMENT OF PROFESSIONAL FOREIGN LANGUAGE COMPETENCE OF FUTURE ENGINEERS

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The current stage of development of higher technical education is characterized by an active digital transformation that significantly influences the content, forms, and methods of professional training. In the context of globalization, integration into the international scientific and technical space, and the growing importance of intercultural professional communication, the development of professional foreign language

competence of future engineers becomes particularly relevant. One of the key factors in enhancing the effectiveness of this process is the development of the digital educational environment of higher education institutions.

The digital educational environment is understood as an integrated system of information resources, technologies, and pedagogical conditions that ensure the organization of the educational process through the use of digital tools [2]. Its components include learning management systems, online platforms, electronic libraries, multimedia resources, specialized software, as well as communication and collaboration tools. The use of such instruments significantly expands the possibilities of foreign language training, particularly through the integration of authentic materials that reflect real professional contexts of engineering practice.

In the process of foreign language training of future engineers, the digital educational environment performs several important functions. Firstly, it provides access to up-to-date English-language resources, such as technical documentation, international standards, scientific publications, and video materials, which contribute to the formation of professional terminology and the development of skills in working with specialized texts. Secondly, digital tools create conditions for interactive communication through online discussions, collaborative projects, and simulation of professional situations, thus enhancing students' communicative competence. Thirdly, digital platforms enable individualized learning by taking into account students' proficiency level, pace of learning, and professional interests.

In modern training of future civil engineers, particular importance is attached not to the parallel study of English and professional disciplines, but to their deep integration through digital technologies, where language functions as a tool of professional activity. This approach helps to bridge the gap between "language courses" and "specialized subjects" and fosters the ability to work with real engineering tasks in an English-speaking environment.

First of all, this concerns the use of specialized software such as Autodesk Revit, AutoCAD, and Trimble Connect, which are widely applied in the construction industry. During training, students perform tasks in English directly within these programs. For example, while working in Revit, they analyze the English-language interface, read material specifications, prepare explanatory notes, or present BIM models of buildings in English. Thus, professional knowledge acquisition and foreign language competence development occur simultaneously.

Professional online courses on platforms such as Coursera or edX also serve as effective tools for integration. Students can take courses on topics such as "Construction Management," "Sustainable Building," or "Project Planning." Within these courses, they engage with English-language video lectures, complete tests, analyze case studies, and prepare written assignments and project work. For instance, a student may watch a lecture on construction project management and then develop a project implementation plan or write a short project report in English.

A special role is played by digital models and Building Information Modeling (BIM) technologies, which enable the simulation of real objects and processes. In the educational context, this may involve tasks such as analyzing BIM models with

English-language annotations, describing structural elements (foundation, load-bearing walls, reinforcement), preparing project presentations for an “international client,” or creating technical documentation and instructions in English.

Another important area is working with digital libraries of standards and technical documentation (ISO, Eurocodes). Students may be assigned tasks to locate a relevant standard, analyze its structure, identify key requirements, and present a summary in English. For example, they can work with sections related to concrete structures and explain their content through oral presentations or written summaries [1, pp. 29–32].

Practical integration is also achieved through project-based learning. Students may be asked to develop a mini construction project where the technical part is completed using professional software, while the explanatory report, presentation, and defense are conducted in English. Team communication, including discussions and role distribution, may also be partially carried out in English. This format creates conditions closely resembling real professional practice, where engineers must simultaneously process technical information and communicate with international partners.

As a result, there is a fundamental shift in the role of language: it ceases to be merely an object of study and becomes an instrument of professional activity. Students do not simply memorize terminology or grammatical structures, but actively use them for analysis, design, argumentation, and decision-making [3; 4]. This ensures the transition from formal knowledge acquisition to the development of real readiness for professional activity in an international environment.

Thus, the digital educational environment is a crucial factor in the development of professional foreign language competence of future engineers, as it provides access to authentic resources, promotes the development of communicative and professional skills, and increases learning motivation. Further development in this area is associated with expanding the use of digital technologies, strengthening interdisciplinary integration, and improving methods of foreign language training in the context of educational digitalization.

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