

The paper deals with the issue of the necessity of modernizing present education system, continuous correction of labor supply. It is being proposed a conceptual scheme of a model that includes two complementary sections complementing each other - education market and the labor market.

Keywords: human capital, education, innovation, professional competence, educational resources, labor market.

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**ВЛИЯНИЕ ОБРАЗОВАНИЯ НА КАЧЕСТВО ТЕХНИЧЕСКО-
ГУМАНИТИЧЕСКОГО ПОТЕНЦИАЛА В РУМЫНИИ**

В статье рассматривает вопрос о необходимости модернизации существующей системы образования, непрерывной коррекции рабочей силы. Предлагается концептуальная схема модели модернизации, которая включает в себя два дополняющихся разделов - рынок образовательных услуг и рынок труда.

Ключевые слова: человеческий капитал, образование, инновация, профессиональная компетентность, образовательные ресурсы, рынок труда.

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**ВПЛИВ ОСВІТИ НА ЯКІСТЬ ТЕХНІЧНО-
ГУМАНИТИЧЕСКОГО ПОТЕНЦІАЛУ В РУМУНІЇ**

В статті розглядається питання необхідності модернізації існуючої системи освіти, безперервної корекції робочої сили. Пропонується концептуальна схема моделі модернізації, яка включає в себе два дополняющихся розділів - ринок освітніх послуг і ринок праці.

Ключові слова: людський капітал, освіта, інновація, професійна компетентність, освітні ресурси, ринок праці.

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THE ROLE OF A FOREIGN LANGUAGE IN UPBRINGING AND EDUCATING INTELLECTUAL ELITE

Introduction. In view of the Hallidayan conception of language as a social semiotic and the belief that understanding any text is conditioned by reader's expectations brought from the situational and cultural contexts [14; 15], a foreign language

is nowadays employed actively and extensively in culture as one of major components of language acquisition, perception and practice.

R. Carter [11; 12] and C. Kramsch [16] are among the modern scholars advocating for raising language awareness through highlighting the cultural content of language. They suggest a wide usage of any authentic material like newspaper and TV for learning purposes of “non-literary discourse” (G. Cook) [13] as they are most relevant and important sources of new, rapidly developing tendencies in language functioning [3; 9], serve as useful material in culture studies.

The aim of the research. Authentic media can help humanitarians and technical workers, on the one hand, to get acquainted with major transactional, utilitarian, and yet creative usage of language in their professional activities, and, on the other hand, to recognize and discuss possible language differences and specificities in various cultures [17]. It is a well-known fact that language can be considered “a distorted mirror of society”, manipulating cultural traditions and stereotypes.

Results and discussion. Any foreign language reflects specific national/cultural values and tastes of people of different countries despite the growing tendency towards globalization in the sphere of consumerism. This tendency has become much stronger with the advances and breakthrough of modern information technologies and the global expansion of English as a language of international communication. Moreover, experts point out a modern tendency towards the so-called ethnic segmentation of the world market [4]. This tendency is stipulated by peculiar culture-oriented demands of various groups of customers, including representatives of the Humanities and Sciences, in different countries. The phenomenon inevitably manifests itself in varied images and messages transmitted by TV and printed material. For instance, English may obviously be considered as an effective means of penetrating and exploring the English-speaking world, which is “consuming globalized” and culturally rather multifarious.

So, a foreign language is viewed not in terms of its main function (that of communication and information), but in its additional function, a function of affording endless insights into other culture’s values, tastes, and material, moral and spiritual standards. Hence, a great number of activities that aim at studying various aspects of language can form a basis for effective communicative skills intellectual elite.

To be able to cope with the tasks set for them our humanitarians and engineers should deal with the analysis of specific combinations of images and slogans employed in various countries visited by our citizens to gain certain knowledge and working experience. Modern teaching technologies exist in competitive conditions and must be efficient as a result and optimal, guarantee the achievements of certain educational standards [6, 2]. Efficient and optimal teaching means looking for effective and most appropriate methods and techniques to achieve great results in digesting knowledge, forming skills which will be proficiently used in their professional

activities. It leads to upbringing language individuals possessing a high culture of communication which is an integral part of their professionalism and self-development and self-realization[2, 17].“Culture of communication”, from our point of view, means to follow the norm and conscious, target, artistic usage of expressive means depending on communicative aims and conditions [10]. Foreign language learners should have the opportunity of applying their knowledge in other, non-professional spheres.

To succeed in mastering a foreign language learners, in psychologists’ opinion, must be primarily motivated which is necessary for learners’ oriented activities and behavior. The learners’ motivation depends on a variety of factors typical of their professional sphere, that is the learner’s psychological specificities (his / her age, gender, intellectual development, abilities, self-estimation etc.), the teacher’s personality, teaching-learning process peculiaritiesthat is formation of communicative culture, conscious attitude towards professional activities, achievement of an appropriate cultural level of oral and written speech, formation of excellent grammar skills, development of business communication skills, serious self-work at lexis. A. Markova underlines that “learning motivation consists of a number of challenges (necessity and sense of learning and teaching, their motives, goals, emotions, interests) which constantly change and renew. So, formation of motivation is not only increasing positive or enhancing negative attitude to learning but complicating the structure of motivating sphere, encouraging, which is a part of it, appearing new, more sophisticated, sometimes controversial relationships between them” [5].So, motivation of learning is divided into external and internal. External motivation does not correspond to the subject theme but preconditioned by environment the examples of which may serve : achievements (good marks, getting a diploma), self-estimation (learning a foreign language to have a certain social status), identification (comprehending songs of a favourite band or group), affiliation (learning a foreign language to communicate with native speakers), self-development (enriching man’s spiritual and general development), pro-social motivation (understanding a social role or meaning of learning). As for internal motivation, it corresponds directly to the subject itself. It is frequently called processing motivation which means that a learner likes a foreign language itself, he / she likes to display his or her intellectual activity. External motivation can strengthen internal motivation [1, 124]. Different techniques used in teaching and learning any foreign language can be roughly divided into verbal and non-verbal : 1) psychological urges / incentives / stimuli, which might be illustrated by the following series – “bandwagon”, “testimonial”, “plain folks”, “transfer”, “fear”, “sex appeal” [7]; 2) visual presentation (e.g. dominating images, colours, camera angles, gender representation, etc.). It is typical of definite technologies and predetermines using audio-visual and IT techniques and constructing and employing

various authentic material and manuals [8, 76]; 3)sounding (e.g. a tone of voice, musical background).

This activity will help learners not only to understand people whose language they are studying, but their own society as well. And this is already a step forward to explore the meaning of human life which “seems to be viewed as an accepted fact” [4]. The reason is that our life has become fused with others (among people of different generations, genders, cultures, and social backgrounds, ways of life, nations). And knowing a foreign language plays one of major roles in the educating process.

This brings us to language and cultural education, an aspect that deals with analyzing the problem of misunderstanding between people speaking different languages and belonging to different cultures.

Conclusions. To conclude, learning and knowing a foreign language proves to be an effective way of developing our professionals’ communicative skills. It is actually an important component of the overall formation of learners’ communicative coherence which is related to a larger (i.e. cultural and situational) background knowledge of future specialists, both humanitarians and engineers and many others who will deal with promoting effective interaction in the spheres of economic, business and cultural ties.

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THE ROLE OF A FOREIGN LANGUAGE IN UPBRINGING AND EDUCATING INTELLECTUAL ELITE

The article examines the role of learning a foreign language in upbringing and educating of intellectual elite. In particular, it underlines the necessity of mastering a foreign language to develop social-language, cultural and culture studies competence; types of motivation of learning a foreign language are regarded.

Key words : foreign language, learning, teaching, upbringing, educating, professional, elite, culture of communication, culture studies, competence, motivation.

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РОЛЬ ІНОЗЕМНОЇ МОВИ У ВИХОВАННІ ТА ОСВІТІ ІНТЕЛЕКТУАЛЬНОЇ ЕЛІТИ

У статті розглядається роль вивчення іноземної мови у вихованні та навчанні інтелектуальної еліти. Зокрема, підкреслюється необхідність володіння іноземною мовою для розвитку соціально-мовної, культурної та культурологічної компетенції гуманітарно-технічних працівників; розглядаються види мотивації вивчення іноземної мови.

Ключові слова : іноземна мова, вивчення, навчання, виховання, освіта, професіонал, еліта, культура спілкування, культурологія, компетенція, мотивація.

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РОЛЬ ИНОСТРАННОГО ЯЗЫКА В ВОСПИТАНИИ И ОБРАЗОВАНИИ ИНТЕЛЛЕКТУАЛЬНОЙ ЭЛИТЫ

В статье рассматривается роль изучения иностранного языка в воспитании и образовании интеллектуальной элиты. В частности, подчёркивается необходимость владения иностранным языком для развития социально-языковой, культурной и культурологической компетенции гуманитарно-технических работников; рассматриваются виды мотивации изучения иностранного языка.

Ключевые слова : иностранный язык, изучение, обучение, воспитание, образование, профессионал, элита, культура общения, культурология, компетенция, мотивация.

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