

Секція «Мовна компетенція як складова професійної компетенції іноземних студентів»

**THE MODEL OF MULTIMEDIA TECHNOLOGIES USE
IN THE PREPARATION OF FUTURE CIVIL ENGINEERS**

Dubinina N.V., candidate of pedagogical sciences, senior lecturer
(*Department of Foreign Language*)

The article is devoted to the description of the model of the future civil-engineers' preparation to the use of multimedia technologies in educational and future professional activity.

Currently, the quality of higher education in Ukraine is considered to be an important factor in the stable development of the country, which means economic, information and technological development.

One of the most important problems, facing the educational system today, is the increase of education quality in higher educational establishments. The successful fulfillment of these tasks is dependent upon the formation of students' professional competences and the introduction of new multimedia technologies to the teaching process.

Under "readiness of future civil-engineers for professional activity in terms of multimedia technologies use" we will understand a specific psychological characteristics of future engineers, that gives the opportunity to set objectives, to find the ways of their achievement, to control your own actions, to be able to forecast the ways of the increase of the effectiveness of your own engineering and construction activities with multimedia technologies use in the presence of the following professional and personal qualities: will, internal self-regulation, erudition, initiative, imagination, scientific position, as well as knowledge of skills in special and socio-humanitarian cycles, knowledge of multimedia and skills to work with them, which will allow them to carry out their future professional activities.

In the structure of readiness of future civil engineers in the application of multimedia technologies, we have identified four components of the readiness of future civil engineers to use multimedia technologies: motivational, substantive, procedural and reflective-evaluation.