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## THE INFLUENCE OF LINGUO-CULTURAL ENVIRONMENT ON THE TRAINING OF FUTURE ENGINEERS

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**Summary.** The article explores the significant influence of linguo-cultural factors on the training of future engineers. Emphasis is placed on the importance of a holistic approach to education.

**Key words:** linguo-cultural environment, engineering education, future engineers, proficiency.

**Formulation of the problem.** In an era characterized by globalization and technological advancement, the training of future engineers goes beyond technical proficiency. The linguistic and cultural environment in which engineering education takes place plays an essential role in shaping the skills, perspectives, and global competence of aspiring engineers. The article aims to investigate the influence of linguo-cultural factors on the training of future engineers.

**Basic research materials.** The linguo-cultural environment is the area where language and culture interact. The linguo-cultural environment influences the upbringing and formation of the personality of a future specialist. Moreover, linguo-cultural educational environment of a higher education institution is an environment characterized by direct ethno-cultural contact between the subjects of the educational process and a set of potential opportunities for both professional and personal development of students and protection of their ethnic identity. It arises as a result of creative implementation of the educational process by the whole teaching staff of the university. Thus, one of the components of the linguo-cultural environment of the university is the personality of the teacher, and the training and education of specialists largely depends on the level of qualification and personal qualities of the teaching staff of the higher education institution. The higher the levels of professional and pedagogical culture of a teacher, the more effective his/her activity is [1].

Among the factors influencing linguo-cultural environment on the training of future engineers are the following:

Linguo-cultural Diversity in Engineering Education. Engineering programs are increasingly becoming melting pots of diverse linguistic and cultural backgrounds. Students from different parts of the world bring unique perspectives and approaches to problem-solving. Exposure to this diversity enriches the learning experience, fostering creativity and innovation.

Engineers, often working in international teams, benefit from early exposure to varied linguistic and cultural contexts during their education.

**Communication Skills and Global Collaboration.** Effective communication is a cornerstone of successful engineering projects. Engineers need to convey complex technical ideas to diverse audiences, including colleagues, clients, and the public. A linguo-culturally rich environment enhances students' communication skills, enabling them to articulate ideas clearly and adapt their communication styles to different cultural norms. This proficiency becomes particularly crucial as engineering projects often involve global collaboration, where effective cross-cultural communication is essential [2].

**Cultural Sensitivity and Ethical Engineering.** Understanding the cultural context in which engineering projects are situated is vital for producing ethically responsible engineers. Cultural sensitivity is not just about language; it extends to recognizing and respecting diverse value systems, ethical norms, and social expectations. Engineers trained in a linguo-culturally diverse environment are better equipped to navigate the ethical dimensions of their work, considering the broader societal implications and cultural nuances.

**Preparation for Global Careers.** The global nature of today's industries requires engineers to be adaptable to different working environments. Exposure to a linguo-culturally diverse education system prepares future engineers for international careers. It equips them with the skills to collaborate seamlessly with colleagues from around the world, navigate cultural differences, and contribute effectively to global projects. This not only enhances their employability but also positions them as leaders in a rapidly evolving global marketplace.

**Challenges and Opportunities.** While a linguo-culturally diverse environment brings numerous advantages, it also presents challenges such as language barriers and potential misunderstandings. Institutions must proactively address these challenges by incorporating language support programs, cultural competency training, and fostering an inclusive learning environment. Overcoming these obstacles can transform challenges into valuable learning opportunities, preparing future engineers to thrive in diverse and dynamic professional settings [3].

**Conclusion.** In the training of future engineers, the influence of the linguo-cultural environment cannot be overstated. A holistic approach to education that embraces linguistic and cultural diversity prepares engineers not only for the technical aspects of their profession but also for the interpersonal and ethical dimensions of their work. By recognizing the significance of linguo-cultural factors, educational institutions can contribute to the development of engineers who are not only technically proficient but also culturally aware, communicatively adept, and ready to excel in a globalized world.

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## АНАЛИЗ ПРОВЕДЕНИЯ РЕФЕРЕНДУМА НА ТЕРРИТОРИИ ЗАПОРОЖСКОЙ ОБЛАСТИ

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**Аннотация.** В статье проведен анализ проведения референдума на территории Запорожской области.

**Ключевые слова:** Запорожская область, референдум, территориально-государственные изменения, правовые системы, интеграция, адаптация.

**Постановка проблемы.** Референдум о выходе Запорожской области из состава Украины и образование Запорожской области как самостоятельного государства и вхождения его в состав РФ на правах субъекта РФ, состоялся на освобожденной части территории области, которая составляет примерно 63% от всей территории области, при населении 462109 человек, тогда как количество жителей, имеющих право голосовать, и проживающих, на пока еще оккупированной территории, составляет 894377 человек. Статья 3 федерального конституционного закона «О принятии в Российскую Федерацию Запорожской области и образовании в составе Российской Федерации нового субъекта Запорожской области» устанавливает, что пределы